



**Inspiring Futures
Through Learning**

Pupil Premium

September 2022 to September 2024

Our IFtL Family

At IFtL, we are committed to developing a family of schools who inspire all of our futures through learning. Schools within our Trust share the same values and ethos; our teams are constantly in the pursuit of development and excellence everyday. We open doors to opportunity and unlock the potential of both our children and our adults so that we all develop the confidence to achieve both our independent and collective ambitions. At IFtL, we are never alone. We know we are stronger together – one united family striving for excellence for all, in everything we do.

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Policy name:	IFtL Pupil Premium Policy
Version:	V4
Date relevant from:	September 2022
Date to be reviewed:	September 2024 <i>This policy will be reviewed every two years unless legislation dictates otherwise. Recent changes in Legislation will need to be read and used to review this Policy.</i>
Role of reviewer:	IFtL Pupil Support Specialist Advisor
Statutory (Y/N):	Y
Published on website*:	1A

Policy level**:	1 (PP statement for each school)
Relevant to:	All employees through all IFtL schools and departments
Bodies consulted:	Employees Trade unions School / department governance bodies
Approved by:	IFtL Board of Trustees
Approval date:	31 st August 2022

Key:

* **Publication on website:**

IFtL website		School website	
1	Statutory publication	A	Statutory publication
2	Good practice	B	Good practice
3	Not required	C	Not required

** **Policy level:**

1. Trust wide:
 - This one policy is relevant to everyone and consistently applied across all schools and Trust departments with no variations.
 - o *Approved by the IFtL Board of Trustees.*
2. Trust core values:
 - This policy defines the values to be incorporated fully in all other policies on this subject across all schools and Trust departments. This policy should therefore form the basis of a localised school / department policy that in addition contains relevant information, procedures and / or processes contextualised to that school / department.
 - o *Approved by the IFtL Board of Trustees as a Trust Core Values policy.*
 - o *Approved by school / department governance bodies as a relevantly contextualised school / department policy.*
3. School / department policies
 - These are defined independently by schools / departments as appropriate
 - o *Approved by school / department governance bodies.*

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Vision

At IFtL Trust Schools, we are relentlessly driven by our pursuit of excellence and high expectations of learning, behaviour and respect for every member of our community. We use Pupil Premium funding effectively to raise the attainment of disadvantaged learners of all abilities and minimise any barriers that are impacting on their progress.

Aspirations

We strive to promote and create environments in which we close the gap between disadvantaged learners and their peers, ensuring accelerated progress. We also aim to ensure we use funding effectively and purposefully to offer exciting, innovative provision that has the maximum impact on the learners within our schools.

Core Values

We believe that all disadvantaged learners should thrive and flourish within our schools. High expectations and high-quality teaching and learning opportunities are a right of all our learners of all abilities, and we can utilise pupil premium funding effectively to ensure our learners needs are met and they make accelerated progress. We value the importance of understanding the vulnerability amongst some of our learners, focusing on the development of the whole child when planning both whole school and personalised provision which widens their experiences.

The Curriculum Impact for all children, including those who may be disadvantaged is: - that all schools within the Trust, through their curriculum, aim to enable children to become:

High achievers & successful learners who have a passion for learning, make progress and achieve

- Have essential skills of English, maths, communication and technology;
- Enjoy and are motivated and determined to reach their full potential, now and in the future;
- Are open to new thinking and ideas;
- Able to learn independently and collaboratively, as part of a team;
- Communicate effectively in a variety of ways;
- Have enquiring minds and think for themselves to process information, reason, question and evaluate;
- Are creative, innovative and resourceful, able to identify and solve problems in ways that draw upon a range of learning areas;
- Know about big ideas and events that shape our world.

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Confident individuals who are equipped with the skills to contribute to an ever-changing world

- Have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing;
- Relate well to others and maintain good relationships;
- Become increasingly independent and are able to take the initiative;
- Make healthy lifestyle choices;
- Take managed risks and stay safe;
- Are willing to try new things and make the most of opportunities;
- Have a sense of optimism about their lives and the future;
- Develop personal values and attributes such as honesty, empathy and respect for others.

Responsible citizens who make a positive contribution to society

- Are prepared for their role as a family member, in their community and life in modern Britain;
- Have secure values and beliefs and have principles to distinguish right from wrong;
- Understand their own and others' cultures and traditions within British Heritage, and have a strong sense of their own place in the world;
- Co-operate with others;
- Respect others and act with integrity;
- Appreciate diversity;
- Sustain and improve the environment, locally and globally.

All IFtL schools are committed to ensure all our children are:

Ready for learning at each stage of their education and beyond

- Embrace learning and achieving the very best they can be;
- Are fully and well prepared for the next stage in their school journey;
- Understand their own and others contributions to ensure they are best prepared for all aspects of their learning and journey throughout their education;
- Take ownership of their own learning and development;
- Understand what helps them learn and what prevents them developing strategies to overcome barriers.

Purposeful learning experiences provided and embraced throughout all areas of the school curriculum

- Positively respond to high expectations and opportunities provided them;
- Celebrate the unique school and local communities;

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- Embrace purposeful learning that challenges and fulfils every individual;
- Are reflective learners who aspire to improve and develop, learning from mistakes;
- Are nurtured, challenged and inspired to achieve their full potential.

Engaged Individuals who are persistent, persevere, creative and are dynamic

- Have a determination to learn and overcome obstacles;
- Embrace challenge and the learning opportunities offered them;
- Mutually respect and trust themselves and others;
- Collaboratively pursue excellence;
- Actively involve and immerse themselves in school and community life;
- Celebrate uniqueness and being part of one school and Trust family;
- Are intrinsically motivated to be the best they can be.

Success indicators

All schools within the trust will implement the following indicators:

- 1) We use a range of whole school, small group and individual provision to ensure the specific needs of our disadvantaged learners may be met.
- 2) Our schools all publish a comprehensive strategy report for their current and previous academic year as well as a broader 3-year plan, detailing the barriers they are facing, how funding has been spent and the specific impact it has had on their disadvantaged learners in order to produce best practice moving forward.
- 3) Our schools publish a comprehensive strategy report for their spending of PE and Sport Premium funding evaluating the effectiveness of the impact and using this to produce best practice moving forward.
- 4) Disadvantaged learners thrive in our schools when considering the development of the whole child.
- 5) Provision is constantly reviewed, and the effectiveness measured in order to ensure that it is always improving outcomes for our learners.
- 6) The gap between the attainment of disadvantaged learners compared to their peers will be reduced and disadvantaged learners will be making accelerated progress.

Pupil Premium Funding

For the academic year 2022-2023, each school will receive £1385 (updated for each child registered as eligible for free school meals at any point in the last six years for children in reception class to Year 6. Each school also receives £2410 for each child that has left Local Authority care because of adoption, special guardianship order, child arrangements order or residence order.

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Each of the schools in our trust then decide how the funding will be spent within their school to best impact their children and remove the barriers that the specific school faces. The funding is always used for its intended purpose and directly benefits all our disadvantaged learners, regardless of ability. Details of their funding amounts and a full report of how this has been spent is available on each school's website.

Service Pupil Premium

Service Premium may also be funding that is received by some of our schools to assist in the additional pastoral support that learners may need. This academic year the funding is for £320 per service child who meets the eligibility criteria. Even though separate to Pupil Premium Funding and protected to have a direct impact on the individual pupil, our schools still plan and monitor and evaluate its use for impact in the same way.

Sports Premium

Our IFtL schools also may receive Sports Premium funding to make additional and sustainable improvements to the quality of PE and Sports they offer. In the same way of Pupil Premium funding, a report is published on each school's website detailing the amount of funding received, how it has been spent, a detailed measure of impact on pupil's PE and sport participation and attainment as well as the sustainability of these improvements. How the sports premium can be utilised to support all groups of children, including those who receive Pupil Premium funding, will also be carefully considered.

Barriers to Educational Achievement

All our schools are aware that the disadvantaged learners within their schools may face different barriers to their learning which may stem from home circumstances, gaps in their learning, attendance, undiagnosed special needs, exclusion, or their social and emotional wellbeing. Our IFtL schools identify any underlying issue and use the funding to remove this barrier alongside raising their educational attainment.

Provision

All of our staff within our schools are empowered to be accountable for the progress of the disadvantaged learners within their care. This ensures a whole school as well as a whole trust approach to supporting our disadvantaged learners. Each of our schools may offer slightly

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different provision in their use of the pupil premium funding as it is bespoke to the needs of the learners in their school and also the barriers that those learners are facing. In every school, however, the provision will be planned, encompass a whole school and a personalised approach if required and be directly related to the outcomes it is set to achieve. Quality first teaching is key as the first step for additional provision to then be built upon.

Evaluation and Impact

In order to create centres of excellence for our learners, IFtL understands the importance of continual evaluation and review as well as research into new initiatives and ideas. Our schools therefore use a range of data to evaluate the effectiveness of their pupil premium provision to ensure that the approach offers the most impact. Impact on our disadvantaged learners will be measured in terms of their personal growth as well as through academic attainment in order to improve outcomes for the child's development as a whole.

All of our schools will measure the impact of their provision and detail this within their Pupil Premium Strategy for the current and previous academic year, which will be published on their websites. Each year the effectiveness of the funding will be evaluated allowing for an ongoing development of best practice to emerge in response to the needs of the cohorts of disadvantaged learners within the schools. Schools will also consider which of their provisions have the most impact on their learners and evaluate this alongside financial costs, ensuring value for money.

Safeguarding Statement

Safeguarding is everybody's business. IFTL MAT is committed to ensuring that all our children and young people are safe and feel safe. The right to be safe for any member of the IFTL community is a non-negotiable and paramount. Safeguarding and child protection is crucial and we are fully committed to ensuring the welfare and safety of all our children and staff. IFTL and all the schools within the Trust must fully adhere to all safeguarding and child protection legislation, policy and procedures at all times and under any circumstances. Any concerns at a Trust level will be referred to IFTL safeguarding Lead, Kim Kemp, the DDSL Jamie Ainscow or any of the DSOs - Sarah Bennett, Michelle Gardner, Hayley Cook or Jennifer Doherty and to the relevant designated safeguarding leads/ officers within each school for concerns pertinent to children within the school. IFTL fully adheres to all Safeguarding and child protection legislation and MK Together Partnership/ Northamptonshire Safeguarding requirements, including the Milton Keynes/ Northamptonshire Whistleblowing Policy and procedures and all requirements within KSCIE 2022 and Working Together 2018.

Appendix 1 – IFtL Pupil Premium Statement Template

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Glebe Farm School

Pupil Premium Strategy Statement 2021 to 2024

‘Glebe Farm School – An ambitious school, with a strong sense of belonging with creativity at the heart’.

1.0 Our School Ethos for Pupil Premium

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We believe that all underserved learners should thrive and flourish within our school. High expectations and high-quality teaching and learning opportunities are a right of all our learners of all abilities, and we can utilise pupil premium funding effectively to ensure our learners needs are met and they make accelerated progress. We value the importance of understanding the vulnerability amongst some of our learners, focusing on the development of the whole child when planning both whole school and personalised provision which widens their experiences.

2.0 School Contextual Overview

School Name	Glebe Farm School		
Academic Year	2021 to 2022	2022 to 2023	2023 to 2024
Number of Learners in school	N/A	220	
Number and Proportion of disadvantaged learners	N/A	32 (15%)	
Total Pupil premium allocation (£)	N/A	currently not known	
Academic year or years covered by statement	September 2021 to July 2024		
Publish date	September 2021	September 2022	September 2023
Review date	July 2022	July 2023	July 2024
Statement authorised by		Matthew Shotton	

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Pupil Premium lead		Matthew Shotton	
Governor Pupil Premium lead		Tom Bellwood	

3.0 Strategic Vision: Long Term Desired Priority and Outcomes		
<p>Three-year Priorities:</p> <p>Narrowing the attainment gap between the PP Learners and Non-PP learners.</p> <p>Ensure PP learners have access to curriculum beyond the classroom (Cultural Capital)</p> <p>Improve the attendance of PP learners</p> <p>Improve the progress made by PP learners</p>	<p>End of three Year outcomes:</p> <ul style="list-style-type: none"> To provide the highest quality teaching and learning to enable PP learners to succeed, and narrow the attainment gap. To ensure all learners achieve their potential. For PP learners to make accelerated progress across the curriculum. To increase the opportunity for learning outside of the classroom. To provide high quality enrichment activities to ensure the breadth of the curriculum offer, which equips learners with the knowledge and cultural capital they need to succeed in life. This also supports learners' well-being To ensure that the attendance of PP learners is in line with the cohort and at least the national average of 95% 	<p>Link(s) to SDP:</p> <p>Curriculum and teaching learning</p> <p>Personal development</p>
Planned Impact/ Targets Towards Long Term Outcomes 2022-2023		

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1. To provide the highest quality teaching and learning to enable PP learners to succeed, and narrow the attainment gap. To ensure all learners achieve their potential. For PP learners to make accelerated progress across the curriculum.

- As a brand-new, all through school, serving a brand new community, we recognise the need for all of our learners to receive Quality First Teaching (QFT) across the curriculum. A whole-school approach to Pupil Premium. The school works hard at raising the profile of the PP learners by putting them at the forefront of everything we do.
- Strategy of 'First Check Ins', 'First feedback and marking', and 'Ensuring knowledge of gaps in learning' for PP learners. This will ensure that PP learners are not only on task but also understand the learning taking place as well as their next steps that are needed in order to improve and succeed.
- Class teachers provide 'live feedback' to PP learners in every lesson, to ensure they are making progress towards, or within the intended learning outcomes.
- Reading is a focus within education and even more so because of school closures due to the COVID-19 pandemic. Our whole-school approach to reading has developed into daily whole-class reading lessons with a class novel text also shared each day (EYFS and KS1) and weekly reading sessions allocated within the English timetable (KS3). This new approach focuses on providing regular and consistent high-quality access to texts and exploration of reading skills. The text selection has been planned across the school to provide a wide range of age-appropriate cultural capital learning experiences. We know that our PP learners are less likely to encounter cultural capital outside of school and so these experiences are of paramount importance in supporting improved attainment, but also in the overall development of our PP learners.

2. Increase the opportunity for learning outside of the classroom.

- Developing parental engagement. It is important that for every event that we hold, we know the amount of pupil premium parents/carers who are taking part, so that we can monitor this effectively.

Planned Impact/ Targets Towards Long Term Outcomes 2023-2024 (leave Blank)

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2022 to 2023:

5.0 Our School Approaches to achieve our Pupil Premium Aims and Outcomes in 2022 to 2023

Approach A: Teaching and professional development for teachers (to support and improve teaching and learning).

- Weekly staff CPD sessions focusing on quality of education for all. (Professional Learning Sessions)
- Training for support staff.
- Quality First Teaching in practise, including CPD with targeted follow up support/mentoring. Vulnerable Group QFT Strategy including First Check-Ins, First Feedback and Marking, Knowing gaps in knowledge and understanding.
- Talk Less Teaching.
- Subject Leader training

Approach B: Academic support (targeted academic support – whole school, group and personalised)

- Small Phonics groupings where learners are set into ability groupings.
- Literacy specialist support in Year 1 and 2, to support and enhance in Phonics.
- Master classes for more able learners.
- 1:1 reading with targeted learners.
- 1-2-1 device from year 2 to year 11. Learners have access to their device in every lesson and access to enriching resources
- Literature rich environments across the school including mini libraries in each classroom.
- Flexible Groupings/Pre-teach groups for closing gaps in knowledge and/or to stretch more- able learners. (Including PP learners).
- Secondary school students planning targeted small group activities in Reading, Maths and Science.
- Secondary school students supporting in lessons and targeted small group work/1:1 reading.
- Whole Class Reading approach (WCR) embedded throughout the school.
- Daily formative assessment.

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- High quality live feedback coupled with whole class feedback.
- Vulnerable Group QFT Strategy including First Check-Ins, First Feedback and Marking, Knowing gaps in knowledge and understanding.
- Metacognitive strategies within lessons to improve learning.
- National Tutoring programme.
- Daily Homework clubs/Booster sessions afterschool in Year 7.

Approach C: Wider approaches (support to overcome non-academic barriers including attendance, social and emotional support, behaviour, parental/ carer engagement and extended school provision).

- Enrichment opportunities throughout the curriculum.
- The KS3 pupil support provision (Pastoral and SEMH Provision).
- Picture News – gaining knowledge of the wider world.
- Restorative justice.
- Positive learning behaviours.
- Subsidised educational visits to support cultural capital.
- Pastoral support for families experiencing difficulties.
- EHA.
- Secondary school (Year 7) students and settings supporting in wider enrichment activities.

6.0 Strategy Approaches for disadvantaged learners 2021 to 2022

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6.1 Research – led evidence and rationale for approaches

Approach A

Quality First Teaching & Talk Less Teaching

- Department for Children, Schools and Families (DCSF), corp creator. (2008) *Personalised learning : a practical guide*
- Claire Sealy, *Third Space Learning; Learning and memory in the classroom: what teachers should know* 6th November 2020, viewed 19/06/2021 <<https://thirdspacelearning.com/blog/science-memory-forgetting-beat-summer-brain-drain-primary-school/> >
- Education Endowment Foundation, *Practical Tools; Metacognition and self-regulated learning*, 27 April 2018, viewed 22/08/-2021 <<https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/#recommendation-1>>
- Sobel, D (2018) *Narrowing the attainment gap: A handbook for schools*. London: Bloomsbury Education
- Rowland, M (2015) *An updated practical guide to Pupil Premium*, London: John Catt Education Ltd

Approach B

Early reading, phonics and Whole Class Reading

- Quigley, A (2018). *Closing the vocabulary gap*. 1st Ed. London: Routledge
- Education Endowment Foundation, *Teaching and Learning Toolkit* 10th October 2018, Collaborative Learning, Social and Emotional Learning, viewed 27/08/2021 <<https://educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-Teaching-Learning-Toolkit-October-2018.pdf>>
- Education Endowment Foundation , *Peer tutoring Teaching and Learning Toolkit*, 13th November 2018, viewed 18/07/2021<<https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=140&t=Teaching%20and%20Learning%20Toolkit&e=140&s=>>
- Department for Education, *The reading framework Teaching the foundations of literacy*, July 2021, viewed 31 July 2021 <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf>

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Live Feedback coupled with whole class feedback

- Oxford University, Department for education and Education Endowment Foundation, A marked improvement? A review of the evidence on written marking, April 2016, viewed 03/06/2021 <https://www.teachertoolkit.co.uk/wp-content/uploads/2016/10/EEF_Marking_Review_April_2016.pdf>
- Myatt, M (2020) Back on track: Fewer things, greater depth. London: John Catt Educational Ltd
- Department for Education, Eliminating unnecessary workload around marking: Report of the Independent Teacher Workload Review Group, March 2016, viewed 15/04/2020 <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf>
- **Approach C**
- **Educational visits, residential and outdoor learning**
- Education Endowment Foundation, Evidence Summaries: Outdoor Adventure Learning, viewed 27/08/2021 <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/?utm_source=site&utm_medium=search>
- Education Endowment Foundation, Outdoor Adventure Learning Toolkit 30th August 2018, viewed 17/08/2021 <<https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=157&t=Teaching%20and%20Learning%20Toolkit&e=157&s=>>>
- Education Endowment Foundation, Teaching and Learning Toolkit 10th October 2018, viewed 27/08/2021 <<https://educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-Teaching-Learning-Toolkit-October-2018.pdf>>

6.2 Approaches to Achieve Outcomes

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Approach A – Teaching and Professional Development for Teachers (to support and improve teaching and learning)

Teaching and Professional Development	Pupil Premium barrier addressing	Activities/ Actions	Success Measure	Criteria/ Challenge to implementation and Mitigation action
<p>External and internal CPD: -Quality First Teaching -Curriculum Teaching and Learning -CPD for support staff</p>	<p>Lower attainment than their peers and therefore low starting points with rapid progress targeted.</p> <p>Staff have the knowledge to address barriers.</p>	<p>Quality First Teaching</p> <p>Broad and balanced curriculum</p> <p>Teaching and learning CPD sessions. (PLS sessions)</p> <p>Targeted and personalised support for staff.</p>	<p>Staff surveys evidencing usefulness of Professional Learning Sessions.</p> <p>Evidence of improved teaching and learning (specific strategies that have been taught in training): in lessons/ recorded in planning/book scrutiny and/or learning walks.</p> <p>Accurate formative assessment and AFL techniques.</p> <p>Accurate teacher assessments.</p>	

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			<p>Effective live feedback and effective marking.</p> <p>Improved attainment and progress across the curriculum.</p> <p>Gaps in knowledge and skills closing between the PP learners and the non-PP learners.</p>	
<p>CPD linked with ongoing subscriptions to enhance teaching and learning.</p> <p>Subscriptions include:</p> <ul style="list-style-type: none"> -Jane Considine -Accelerated Reader -Numbots -White Rose Maths Hub -Oak National Academy -showbie 	<p>Lower attainment than their peers and therefore low starting points with rapid progress targeted.</p>	<p>Use of accelerated reader and the Jane Considine approach and planning to enhance reading and writing across the curriculum.</p> <p>Use of wider maths resources to improve maths attainment.</p>	<p>Effective use of material in subscriptions seen during monitoring, including book/planning scrutiny, lesson visits and learning walks.</p> <p>Attainment and progress in reading,</p>	

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			<p>writing and Maths will improve.</p> <p>Cornerstones data will improve for PP learners. Gaps will close between the PP pupil and the non-PP learners.</p> <p>Staff will understand schemes of work and find them useful. Staff surveys will show this.</p>	
<p>Cornerstones Subscription: Used to plan an enriched curriculum and support accurate assessment.</p>	<p>Lower attainment than their peers and therefore low starting points with rapid progress targeted.</p>	<p>Quality topics taught across the curriculum.</p> <p>Formative and summative assessment taking place across the school in all subjects.</p>	<p>Subject Leaders to observe positive learning behaviours on learning walks/lesson visits/deep dives.</p> <p>Interesting tasks evident in</p>	

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			<p>planning/book scrutiny.</p> <p>Pupil voice/staff voice will evidence that the topics are interesting.</p> <p>Accurate formative and summative assessments taking place and used effectively to plan next steps – seen in planning/lessons visits.</p> <p>Gaps in knowledge and skills will close for the PP learners.</p>	
Whole Class Reading in- house CPD training delivered.	Lower attainment than their peers and therefore low	Daily WCR lessons for all learners.	Increased reading at home.	

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<p>Wide range of texts available and utilised.</p>	<p>starting points with rapid progress targeted.</p> <p>Cultural opportunities/lack of resources at home.</p> <p>Capital of</p>	<p>Access to quality texts to enjoy, learn and inspire.</p>	<p>Pupil voice will show a love of reading.</p> <p>Wider range of texts explored.</p> <p>Improved attainment and progress in reading – Cornerstones and Phonics assessments.</p> <p>Learners have resources that match their ability/provide appropriate challenge.</p>	
<p>Subject Leader Training</p>	<p>Lower attainment than their peers and therefore low starting points with rapid progress targeted.</p>	<p>Ongoing training and support for the subject leaders.</p> <p>Training in monitoring tasks, analysing data,</p>	<p>Staff surveys – staff will feel confident in their leadership roles and carry out monitoring effectively.</p>	

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		identifying trends, next steps needed.	Gaps in knowledge and skills will close for the PP learners. Improved attainment for PP learners in specific subjects. (Cornerstones, Phonics data). Attainment gaps will close between the PP learners and the Non-PP learners.	
Projected spending				

Approach B – Academic support (targeted academic support – whole school, group and personalised)

Academic support	Pupil Premium barrier addressing	Activities/ Actions	Success Measure	Criteria/ Challenge implementation and Mitigation action
Literacy Specialist in Year 2 enhancing achievement in Phonics.	Lower attainment than their peers and therefore low starting points with rapid progress targeted.	Small group and individual support to enhance the achievement of Year 2 learners in Phonics.	Improved attainment and progress for Early reading outcomes and phonics screening assessments.	

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<p>Adult support in small groups including Master Classes for more- able learners.</p> <p>Two Intervention teachers with targeted support for small groups of children across the school.</p>	<p>Gaps in knowledge and understanding.</p>	<p>Targeted small group interventions to support attainment across the curriculum as directed by teachers and SLT providing QFT.</p>	<p>Ongoing formative assessment will show that learners are gaining confidence and achieving well/gaps in knowledge are closing.</p> <p>Learners have learning activities that match their level of ability and provide appropriate challenge.</p>	
<p>1:1 Reading with targeted learners</p>	<p>Lower attainment than their peers and therefore low starting points with rapid progress targeted.</p>	<p>Targeted support in reading with small groups and/or individuals.</p>	<p>Improved Cornerstones data. Improved Phonics data.</p> <p>A love of reading will be evident – learners will feel more confident in reading. (Pupil voice)</p>	

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Support through the environment - literacy resources.	Cultural opportunities/lack of resources at home.	Capital of	Teachers ensure learners have resources that match their ability/provide appropriate challenge.	Learners have reading materials that match their ability/ provide appropriate challenge. Pupil voice will show a love of reading.	
Subscriptions to enhance pupil experience and provide specific support: TT Rockstars Numbots White Rose Maths Hub Oak National Academy showbie	Lower attainment than their peers and therefore low starting points with rapid progress targeted. Fewer academic resources at home.		TTR/Numbots/White Rose Maths- online resource utilised as home learning opportunity. Online engagement through competition in school and at home to improve maths attainment.	Learners will engage at home and at school-tracked by subject leads using online tools. Attainment for arithmetic in maths will improve.	
Pastoral support TAs will run The Hive and The Nest, providing targeted support for children and families.	The wellbeing of PP learners and other vulnerable groups can be low.		Pastoral support across all areas of child development and learning.	PP learners access pastoral support available.	

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	<p>Low self-esteem</p> <p>Relationship difficulties with peers and school adults.</p>		<p>Pupil voice will show happiness and confidence improving.</p> <p>Parent/carer surveys and staff surveys evidence successful case studies.</p> <p>Boxall Profile PASS Test SDQ</p>	
<p>Core subject additional funding; Maths, English and Science</p>	<p>Lower attainment than their peers and therefore low starting points with rapid progress targeted.</p> <p>Gaps in knowledge and skills.</p>	<p>Enhanced learning environments and resources to engage.</p>	<p>Improved outcomes for PP children.</p>	
<p>Year 7 Booster classes/Homework Clubs</p>	<p>Lower attainment than their peers and therefore low starting points with rapid progress targeted.</p>	<p>To deliver extra lessons in the core subjects after school in Year 6.</p>	<p>Gaps in knowledge will close.</p>	

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	Lack of working environment at home/resources.	Targeted support to close gaps in learning.	Improved Year 6 outcomes for the core subjects.	
Projected spending				

Approach C - Wider strategies (support to overcome non-academic barriers including attendance, social and emotional support, behaviour, parental/ carer engagement and extended school provision)

Wider strategies	Pupil Premium barrier addressing	Activities/ Actions	Success Measure	Criteria/ Challenge implementation to and Mitigation action
Enrichment activities through the curriculum/Individual class budgets to plan for activities linked to the curriculum and extracurricular activities.	Cultural capital and life experiences away from the classroom.	For learners to experience a range of interesting activities both in school and after school.	Pupil surveys will evidence that the learners enjoy the activities. Curriculum planning shows an exciting range of activities for all.	
Pastoral and SEMH Provision The Hive/The Nest/The View	The wellbeing of PP learners and other vulnerable groups can be low.	Pastoral support across all areas of child	Improvements in: Boxall Profile PASS Test	

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	<p>Low self-esteem</p> <p>Relationship difficulties with peers and school adults.</p>	<p>development and learning.</p>	<p>SDQ</p> <p>Pupil voice</p> <p>Parent/carer voice and staff surveys will evident successful case studies.</p>	
Picture News	<p>Access and understanding of the wider world.</p>	<p>Weekly Picture news session.</p>	<p>Displayed in classroom with pupil participation evident.</p>	
<p>Residential trips out of the enrichment allocation</p> <p>Subsidised educational visits to support cultural capital.</p>	<p>Income barriers to wider school / external opportunities.</p>	<p>Outdoor learning opportunities.</p> <p>Living away from home experiences.</p>	<p>Uptake support by subsidising.</p> <p>Pupil/Parent/carer surveys.</p>	
Dedicated PP Lead	<p>PP being an identified vulnerable group.</p>	<p>Implementing the Pupil Premium Strategy and the Glebe Approach to Pupil Premium.</p>	<p>Improved attainment and progress for PP learners across all subjects.</p> <p>(Cornerstones/Phonics</p>	

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		<p>Pupil Premium focus and drive in quality first teaching.</p> <p>Tracking of Pupil Premium achievement and funding.</p>	<p>Assessments/Times Tables Tests)</p> <p>Improved wellbeing and confidence for PP learners – pupil voice.</p> <p>Boxall Profile</p> <p>SDQ</p>	
Individual Class Budgets	<p>Low attainment and starting points.</p> <p>Gaps in knowledge and skills</p>	<p>Enhanced learning environments and resources to engage.</p>	<p>Improved outcomes for PP learners.</p> <p>Curriculum planning.</p> <p>Pupil voice</p>	
Pastoral support for families experiencing difficulties	<p>Wellbeing</p> <p>Mind-set</p> <p>Relationships with school and others.</p>	<p>EHA</p> <p>Targeted support</p>	<p>Parent/carer surveys/feedback.</p> <p>Successful case studies from staff.</p>	
Projected spending				

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**2022 to 2023 Total Projected
spend:**

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