

IKB pupil premium strategy

2020-2021



Financial year 2020 to 2021

For each child registered as eligible for free school meals at any point in the last 6 years:

- £1,345 for pupils in Reception to Year 6
- £955 for pupils in Year 7 to Year 11

Schools will receive £2,345 for each looked-after child (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority

Schools will also receive £2,345 for each pupil identified in the spring as having left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

Schools will also receive £310 for pupils in year groups Reception to Year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defense

Funding is for:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

The grant may be spent in the following ways:

- for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities; for example, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated

IKB evaluation of funding for 2019 – 2020 (School did not open until September 2020):

1. Review of expenditure				
2019 – 2020				
1)				
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
2)				
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
3)				
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

The requirements for a pupil premium strategy and what should be published on the website:

- The school's strategy for the PP allocation for the current year
- The amount of pupil premium
- The main barriers to **educational** achievement faced by the eligible pupils
- How the allocation is to be spent to address those barriers and the reasons for that approach
- How the school is to measure the impact and effect of its expenditure of the pupil premium allocation, and
- The date of the school's next review of its strategy.

IKB pupil premium template for 2020 – 2021:

Barriers to educational achievement <i>Please complete the list below with precise barriers to learning for example, short-term memory, -9 months reading age, spelling age more than 12 months below chronological age, no place at home to complete homework or lack of time because of caring duties, able pupil but only attaining expected levels and not greater depth.</i>
1) Reading – fluency and decoding (-9 months below reading age).
2) Lacking a positive start to the day and not having breakfast.
3) Reading – no being on track to pass the Y1 phonics screening check by the end of YR.
4) Speech and language – failing SALT assessment upon entry.
5) Access to enrichment and an engaging curriculum.
6) Regular attendance to school.
7) Mental health and self-esteem. Behaviour and poor attitude to learning.
8) Outcomes – children not attaining expected outcomes in RWM and more able children only achieving expected levels.

Pupil premium strategy statement

2. Summary information					
School	IKB				
Academic Year	2020-21	Total PP budget	£4655	Date of most recent PP Review	7/12/20
Total number of pupils	23	Number of pupils eligible for PP	3	Date for next internal review of this strategy	8/2/21

3. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	0%	45%
% making progress in reading	0%	65%
% making progress in writing	33%	75%
% making progress in maths	66%	75%

4. Desired outcomes		
Barrier	<i>Desired outcomes</i>	<i>Success criteria</i>

1)	<p>Additional 1:1 reading with specialist PP TA to support children in their reading where there are limitations holding children back.</p> <p>Gap closing between NPP and PP reading ages through 1:1 daily reading.</p>	<p>PP TA supports identified PP children from EYFS to ensure that gaps in reading ages are being closed to national expectations.</p> <p>Accelerated progress for pupils' reading age gaining additional 5 months over the course of a year.</p>
2)	<p>Offer breakfast club to identified PP children to ensure they are starting the day having had breakfast, are regulated and are ready to learn.</p>	<p>Breakfast club well attended by 80% PP children.</p>
3)	<p>Additional PP phonics group with PP TA to ensure gaps are being closed towards national expectations.</p>	<p>100% of all EYFS PP children will be in line with national expectations by the end of the academic year.</p>
4)	<p>Children have access to high quality speech and language provision.</p>	<p>Speech and language TA and outside agency specialist supports identified PP children from EYFS.</p>
5)	<p>A curriculum with rich and varied activities to broaden the pupils' experiences.</p>	<p>All PP children attending subsidised trips and experiences, 80% of all pp children attending after school clubs.</p>
6)	<p>To raise PP attendance to reach the whole school 97% target and ensure that PP persistent absenteeism (PA) is below NA.</p>	<p>All PP children have attendance of 97% or higher and have PP PA lower than the NA.</p>
7)	<p>All children will receive twice daily well-being check-ins, weekly emotion coaching and weekly Jigsaw PSHE learning sessions.</p> <p>Restorative justice behaviour for learning model.</p>	<p>Timetabled well sessions for well-being check-ins, emotion coaching and Jigsaw PSHE learning.</p> <p>Behaviour for learning monitored termly through restorative justice approach, analysis and evaluation.</p> <p>Access to support through mental health first aiders trained internally (RH + NF).</p>
8)	<p>With children coming into YR during the Covid-19 pandemic and having missed great chunks of pre-school, this in turn led to lower than expected baseline levels. There is a strong need to close attainment gaps early to ensure a greater number of PP children begin Y1 at ARE.</p> <p>Closing the attainment gap between PP and NPP in literacy and maths in EYFS to ensure a higher % of pupils achieve the expected standard of GLD.</p>	<p>75+% of children to achieve GLD at end of EYFS. Additional PP TA to support this through working with PP children.</p> <p>PP TA intervention groups to work with specific PP children across literacy and maths to ensure improved literacy and maths PP outcomes and in line with NA.</p>

5. Planned expenditure					
Academic year	2020 - 2021				
Barrier					
1) 9 months below reading age					
	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Use of PP TA to run and monitor of 1:1 reading interventions	<p>Early reading intervention sees more rapid progress and catch up for children who are behind</p> <p>Use of PP TA support to hear every day readers for those – 9 months+</p>	Everyday reading will support with accelerated progress. Not all children are listened to or encouraged to read at home which creates and widens the gap between PP and NPP children.	<p>NF to organise 1:1 reading timetable and ensure all PP TA is carrying out required interventions with priority PP children.</p> <p>Data drop x 6 Learning observations Triangulation with classroom and home learning expectations</p>	<p>DF</p> <p>Termly reading progress and use of bench marking by class teacher/ TA</p>	<p>Termly Use of PP TA to run and monitor 1:1 reading interventions</p> <p>33% of salary of DF - £900</p>
Total budgeted cost					£900
2) Dysfunctional home life – lack of breakfast at the start of the day					
	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Use of class TA to run breakfast club from 8:00 – 8:45	Run and staff breakfast club	Children who have breakfast are well prepared for school and will be ready to learn. It ensures an extended opportunity for pupil support and also increases opportunity to self-regulate. This ensures the day begins calmly and any issues can be dealt with before learning beings.	Regular monitoring of numbers and behaviour for learning.	AE	Termly AE - included in day-to-day provision so no additional cost from PP spend
	Supporting parents to engage with the school and use breakfast club	Engaging parents in school life encourages higher outcomes for children. Pupils will have higher self-esteem, more positive attitudes to learning. Higher attendance will lead to better outcomes	Regular monitoring of numbers and behaviour for learning.	AE	Termly Breakfast Club budget - £300
Total budgeted cost					£300
3) Ensuring readiness for Y1 phonic screening test					
	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Use of PP TA to run and monitor of 1:1 reading interventions	Phonics group intervention using PP TA.	Direct intervention can be given for those needing catch up sessions or acceleration. Phonics intervention accelerates progress on average by 4 months.	Data drop x 6 Lesson/ learning observations Triangulation Phonic assessments using screening past papers	DF	Termly Use of PP TA to run and monitor 1:1 reading interventions 33% of salary of DF - £900
Total budgeted cost					£900
4) Children have access to high quality speech and language provision					
	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Use of S+L TA and outside agency to support identified children in EYFS	EYFS SALT TA	EYFS intervention accelerates progress on average by 5 months (EEF 2018).	Data drop x 6 Learning observations Triangulation	AE	Termly AE – included in day-to-day provision so no additional cost from PP spend
	External provision SALT therapist working with EYFS team	EYFS intervention accelerates progress on average by 5 months (EEF 2018).	Data drop x 6 Learning observations Triangulation Monthly reviews with LC	Laura CrewSys	£1400
Total budgeted cost					£1400
5) Limited out of school enrichments					
	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A curriculum that broadens and enriches the lives of the children	Enhance the development of the curriculum	A rich and varied curriculum will develop skills and knowledge and promote an understanding of the wider world. It will promote ambition and a thirst for learning.	Ensure appropriate coverage of topics to support the interest of the children. Use of INSET, staff meetings and twilights to further develop the curriculum. Monitoring of all spending by HT which will ensure that resources are bought to support learning and experiences giving the maximum value.	NF RH	Termly £0
	Access to trips and visitors to enrich experiences (48% funded)	Access to the wider community and enriching experiences is limited within the area of the school. It is the responsibility of the school to provide these experiences in order to enhance	Phase leaders to choose the best trips and experiences which are both cost effective but provide the most varied experiences.	NF	Trips + visitors = £255

		the lives of the pupils. Providing such experiences will increase outcomes, attendance and behaviour for learning at the school.	Phase and curriculum leaders to conduct resource audits for their curriculum areas.	NF	
Total budgeted cost					£255
6) Regular attendance to school and raise attendance to at least the national average (IKB target of 97%)					
	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Raising of PP attendance through IKB strategy	Embed IKB attendance strategy with children and families.	Currently attendance is at 99% and PA 0% due to the strength of launching and embedding the IKB attendance strategy with parents/ carers. Building bonds with families to continue to improve relationships improves attendance. Regular attendance to school improves outcomes.	IKB attendance strategy. Attendance data collected termly (6 times a year), evaluated and shared with staff inclusive of next step improvements. Attainment of all groups analysed.	RH	Weekly/ termly £0
Total budgeted cost					£0
7) Behaviour, Mental Health and self esteem					
	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A curriculum and strategy that allows all children to have the positive mind-set to access learning opportunities and self-regulate to make positive behaviour choices.	Promote better self-esteem by introducing identified and planned twice daily well-being check-ins, emotion coaching sessions and weekly Jigsaw PSHE learning.	Social and Emotional learning intervention accelerates progress on average by 4 months. Children who can self-regulate are more able to learn.	Regular monitoring or provision and assessment using termly analysis and evaluation of restorative justice approach to behaviour for learning. Rigorous monitoring of named daily/ weekly sessions. Reduction of more serious behaviour incidents.	RH + GH	Termly Emotion coaching training from RH for all staff upon entry to IKB – regular follow-ups, reviews and further training with RH + GH during staff meetings £0

	IKB positive behaviour lead	Social and Emotional learning intervention accelerates progress on average by 4 months. Children who can self-regulate are more able to learn.	Termly restorative justice and CPOMS data. Analyse, evaluate and feedback to all staff with next steps progression.	RH	Termly £0
Total budgeted cost					£0
8) Underperforming pupils not attaining expected levels; More able pupils not reaching full potential – but only attaining expected levels and not greater depth					
	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensuring all children are achieving their learning potential and academic achievement is in line/ above NA	Small group and 1:1 interventions for literacy and maths using PP TA. Use of regular soft assessment. Termly through assessment and pupil progress review meetings.	High impact and can accelerate progress + months progress.	Data drop x 6 Learning observations Triangulation Pupil progress review meetings	DF, NF + RH	Termly 33% of salary of DF = £900
	Step-up September recovery curriculum.	A smoother and more secure transition for all children into school after having very little pre-school experiences due to Covid-19 with ensure more rapid progression and the closing on any learning gaps that have appeared.	Weekly review Pupil + parent voice Learning observations Triangulation Pupil progress review meetings post reception baseline	NF + AE	Weekly throughout September £0
Total Budget Cost					£900
Overall PP Budget Cost (1-8)					£4655

IKB evaluation of funding for 2020 – 2021:

6. Review of expenditure				
2020 – 2021				
1) 9 months below reading age				
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Equity of opportunity for all children to be heard read and ensure those not being heard read at home as often have additional opportunities in school to ensure there is no gap in progress between them and their peers. For all children to be heard read once a week by class adults and target readers to be heard daily – building reading mileage.</p>	<p>Use of PP TA to run and monitor of 1:1 reading interventions</p>	<p>20/27 (74%) children achieved or exceeded their ELG in reading: Achieved – 11/27 = 41% Exceeded – 9/27 = 33%</p> <p>18/21 (86%) children who were with us the entire academic year achieved or exceeded their ELG in reading: Achieved – 9/21 = 43% Exceeded – 9/21 = 43%</p> <p>PP children: A – achieved ELG B – achieved ELG C – achieved ELG D – did not meet ELG E – did not meet ELG – very recent joiner</p> <p>(See section 3 below for phonics impact linked to reading).</p>	<p>Strong reading outcomes achieved from the children who were at IKB the entire academic year and 2/6 mid-year joiners also achieved their ELG in reading.</p> <p>The 2 PP children who did not achieve their ELG in reading have shown accelerated progress in the second half of the academic year and gaps are closing.</p> <p>We will be continuing this intervention next year in both YR + Y1 – ties in well alongside the phonics intervention (see section 3).</p>	<p>33% of salary of DF - £900</p>
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2) Dysfunctional home life – lack of breakfast at the start of the day

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Children begin the day in a consistent manner and are regulated and ready to learn having had a nutritious breakfast.</p>	<p>Use of class TA to run breakfast club from 8:00 – 8:45</p>	<p>Wrap-around care averages between 2 – 5 children per session currently.</p> <p>100% of children attending breakfast club ‘check-in’ after saying they are either happy or excited for the beginning of the school day. Of the pool of 7 regular visitors, 2 and PP.</p> <p>Children have breakfast/ snacks before/ after school that are healthy and the range of resources purchased are well accessed by all children attending.</p> <p>100% of children attending have breakfast before school whether that is accessed through breakfast club or at their own home.</p>	<p>We do not feel as though we have got an accurate gauge on wrap-around care next year due to Covid restrictions and many more parents working from home than would normally be and so were not in need of the additional childcare.</p> <p>Our numbers will grow next year with an additional class and with bubbles being removed we can integrate nursery, reception and year 1 wrap around care together.</p> <p>This provision will continue next year due to its growing popularity with parents/ carers and the positive impact it has had on those children who attended.</p>	<p>AE - included in day-to-day provision so no additional salary cost from PP spend</p> <p>Breakfast Club budget for food supplies and resources - £300</p>

3) Ensuring readiness for Y1 phonic screening test

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
For all PP children to be on track to pass the phonics screening check at the end of Year 1	Use of PP TA to run and monitor of 1:1 reading interventions	<p>Reception children sat the Year 1 Phonics Screening Check a year earlier than expected: 13 (48%) passed, achieving a score of 32+/40 with a further 7 (26%) within 10 marks of the passing score, 22+/40.</p> <p>PP children: A – scored 32 B – scored 29 C – scored 29 D – scored 16 (involved with Talk Boost for S+L need) E – very recent joiner did not sit Both D + E are on track to pass by the end of Y1</p>	<p>Very strong scores for a reception phonics baseline. Normally we wouldn't baseline until the children begin Y1, however from low stakes quizzing we were aware of the strong progress being made. IKB reception children on track to achieve 85% pass rate.</p> <p>X4 children not on track to pass – 2 are SEND (1 EHCP) and 1 is EAL.</p> <p>We will be continuing this intervention next year in both YR + Y1.</p> <p>Additional success came from closely linking reading books to phonics being taught so that learning at school could be further embedded at home appropriate to the level that children are learning at e.g. mirroring the Dandelion Readers phonetically decodable books which focus on the progression of phonics, reading and spelling.</p>	33% of salary of DF - £900

4) Children have access to high quality speech and language provision

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children to be able to access high quality speech and language provision. Speech and language need to be identified early so that addressing need through universal, targeted and specialist level interventions. To ensure that children are not held back from making progress due to speech and language needs.	Use of S+L TA and outside agency to support identified children in EYFS	<p>Talk Boost had a huge impact upon the 8 children at IKB who participated in the targeted level interventions. See Appendix 1 below - input and output scores for each area (15) with cohort averages, inclusive of positive progress at the bottom of the table. PP children highlighted yellow.</p> <p>In addition to this, IKB have 2 children who have been in receipt of specialist level interventions due to significant speech and language need. They have been working with the teaching assistant on a bespoke programme and with a specialist speech and language therapist for 30 minutes per week since January 2021. See Appendix 2 below for their progress scores.</p>	<p>We have already designated time within their September 2021 INSET day to ensure new teachers and teaching assistants joining the school are trained in Talk Boost (as well as refreshers for those already trained) to ensure screenings identify speech and language needs of new joiner children early and interventions can be introduced early in Term 1.</p> <p>IKB's trial of Talk Boost and partnership with Talk Speech this academic year has been so successful that it has led to a Trust partnership being formed with Talk Speech so that necessary primary and secondary staff can be trained and primary and secondary children throughout the Trust who have speech and language needs can be targeted.</p>	<p>AE – included in day-to-day provision so no additional cost from PP spend</p> <p>£1400 Talk Speech + £230 from trips and visitors pot that wasn't spent due to Covid restrictions.</p>

5) Limited out of school enrichments

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
	<p>Enhance the development of the curriculum</p> <p>Access to trips and visitors to enrich experiences (48% funded)</p>	<p>Success criteria could not be fully met due to Covid restrictions throughout the academic year. Planned trips/ visits e.g. trip to the farm linked to 'The Little Red Hen' topic book, 'Jungle Jonathon' linked to Jungles topic, falconer visit linked to 'Owl Babies', etc.</p> <p>Instead we made the most of local trips linked to the curriculum that had no cost and were always outside to ensure Covid guidance was adhered to e.g. Longforth pond trips before and after the hatching of cygnets, art and cultural experiences at St John's church, town centre post box visit to deliver letters to Santa and explore Wellington en route, etc.</p> <p>Only money spent was on virtual pantomime at Xmas to replace the whole class visit to the theatre which would have taken place – cultural capital through historical landmark and experiencing the joy and mystique of the theatre for the first time for all children – will instead take</p>	<p>With Covid restrictions easing, trips and visitors are being booked for the 2021-22 academic year linked to the curriculum and to make up for those experiences missed this academic year.</p> <p>Being forced to look deeper into trips and visits on our doorstep has really made us more aware of the low cost, local opportunities available to us, some of which we might have otherwise missed. A goal of IKB is to develop a curriculum around our communities (local to global) and this has enabled us to embed greater local knowledge within our children.</p> <p>Partnership enrichments with other Wellington schools, brought about because of Covid, have proven very successful e.g. Children in Need in Wellington, becoming a designated food bank drop-off centre, etc. These lived experiences have enabled us to put into practice the positive impact the children have learned about having within communities e.g. 'We are responsible' – IKB Attributes.</p>	<p>£0</p> <p>Trips + visitors = £255 Only £25 spent on virtual pantomime @ Xmas.</p>

6) Regular attendance to school and raise attendance to at least the national average (IKB target of 97%)

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

For all children to meet or exceed our 97% IKB attendance target and there to be no difference between PP and non-PP attendance.	Embed IKB attendance strategy with children and families.	<p>Success criteria mostly exceeded with PP and non-PP gap broadly in line. The attendance strategy has had a very positive impact upon children and families in terms of attendance. Whole school, non-PP and PP attendance all significantly above 97% target:</p> <p>Children meeting 97% target – 23/27 = 85.2% Whole school attendance – 98.2% Whole school attendance when removing PA recent new joiner – 99% Non-PP attendance – 99.1% PP attendance – 94.1% PP attendance when removing PA recent new joiner – 98.7%</p> <p>Bespoke work being carried out with PA child (76.1%) family: First 3 weeks attendance – 43% Following 6 weeks attendance – 90%</p>	<p>Targeting parents/ carers from initial induction communication set our high expectations early and this was regularly revisited via Parent Mail and social media correspondence to ensure attendance standards were maintained e.g. celebrating class termly attendance, attendance tips, etc – all to continue next year.</p> <p>Those not meeting attendance target: X1 – significant medical reasons (96.4%) X1 – see PA in previous column (76.1%) X1 – Monday absence pattern spotted and addressed (95.2%) X1 – very recent joiner, only one absent day to date (96.8%)</p>	£0
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7) Behaviour, Mental Health and self esteem

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children to possess the strategies to emotionally regulate themselves and develop high levels of confidence and self-esteem.	Promote better self-esteem by introducing identified and planned twice daily well-being check-ins, emotion coaching sessions and weekly Jigsaw PSHE learning.	<p>See appendix 3 below.</p> <p>Termly behaviour reviews demonstrate how emotion coaching and restorative justice conversations have impacted positively. Since term 1, no child has moved above step 4 on our behaviour scale.</p> <p>House points awarded have increased every single term for children demonstrating excellent learning behaviours during learning.</p> <p>Class reward (bees in hive) achieved every term for children demonstrating the IKB Attributes around school.</p> <p>More recent examples of low level behaviour have been addressed with children and parents/ carers – strategies used and shared to aim for consistency between school and home approaches.</p> <p>X2 PP boys receiving mentoring from headteacher.</p>	<p>That our universal SEMH provision for all children e.g. Jigsaw PSHE curriculum, themed assemblies, twice daily well-being check-ins, emotion coaching, restorative justice techniques, positive behaviour policy, etc are strong and have helped to secure strong foundations of positive social, emotional and mental health among our children.</p> <p>As the year went on as individual children began to demonstrate bespoke need we have (and continue to) adapt practice to meet need e.g. Thrive screenings and action plans, resilience wheel screenings, etc. We have completed an SEMH audit and are in the process of completing an SEMH action plan for IKB with particular focus on more bespoke training and provision e.g. SEMH INSET with Trust SEMH lead Sarah Sherring on 21/10/21, ELSA training for a member of staff, etc.</p> <p>SEMH action plan to be completed by September 2021.</p>	£0

8) Underperforming pupils not attaining expected levels; More able pupils not reaching full potential – but only attaining expected levels and not greater depth

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Ensuring our curriculum offers ample opportunity for challenge to ensure that Covid gaps are closed, that all children are extended to make accelerated progress, and that those with potential to deepen knowledge to a greater depth can achieve this.</p>	<p>Small group and 1:1 interventions for literacy and maths using PP TA.</p> <p>Use of regular soft assessment.</p> <p>Termly through assessment and pupil progress review meetings.</p> <p>Step-up September recovery curriculum.</p>	<p>19/27 children achieved GLD – 70% 17/21 children at IKB for the whole year achieved GLD – 81%</p> <p>18/21 (86%) children who completed the entire academic year at the school achieving their early learning goal in maths, with 4 of these children achieving a greater depth. A further 2 children of the 6 mid-year joiners also achieved their maths early learning goal</p> <p>18/21 (86%) children who completed the entire academic year at the school achieving their early learning goal in maths, with 6 of these children achieving a greater depth. A further 2 children of the 6 mid-year joiners also achieved their writing early learning goal</p> <p>PP children: A – achieved GLD and ELG in maths and literacy B - achieved GLD and ELG in maths and literacy C - achieved GLD and ELG in maths and literacy D – did not achieve GLD or ELG in maths or literacy but did make accelerated progress in literacy E – did not achieve G LD or ELG in maths or literacy but has been making accelerated progress in T6 after joining</p>	<p>Step-up September curriculum focussing on gap plugging was successful and this was further consolidated by our ability to ensure all children remained in school throughout the second lockdown. With the children in they continued to make progress so there in so need for this to continue next year with Year 1 children. Reception children will be baselined in September to see if gaps are evident and if so the Step-up September curriculum can be utilised to support these children.</p> <p>Outcomes and progress illustrate the success of these interventions and they will be continuing in both YR and Y1 next year. Over time, where children were with us for the entire academic year progress can be visibly demonstrated and with mid-year joiners accelerated progress was either made or beginning to be made. With a full cohort of 30 in September and our current reception almost full we should in future have the consistency of less mobile year groups.</p>	<p>33% of salary of DF = £900</p> <p>£0</p>

	Understanding spoken language (15)		Understanding and using vocabulary (15)		Sentences (15)		Storytelling and narrative (15)		Social interaction (15)	
Child 1	15	15	13	15	11	15	9	15	5	15
Child 2	15	15	13	15	9	15	7	15	5	11
Child 3	13	15	11	13	9	15	11	13	11	15
Child 4	11	15	13	15	5	7	5	11	5	7
Child 5	11	15	13	15	9	15	7	15	9	13
Child 6	9	15	11	15	9	15	3	11	5	13
Child 7	11	15	15	15	9	15	5	13	7	9
Child 8	15	15	15	15	7	13	5	15	7	11
Average input and output score	12.5	15 (+ 2.5)	13	14.75 (+1.75)	8.5	13.75 (+5.25)	6.5	13.5 (+7.0)	6.75	11.75 (+5.0)

Appendix 2:

	Communication and language input	Communication and language output	Progress (expected is 3 steps)	Parent voice
Child A	30 - 50 E	ELG	6 steps	"The speech and language work has been the key to unlocking our child's learning at school. He wasn't progressing previously and would not talk much. He is now so much more confident in talking and his progress at

				school has come on so much since Christmas."
Child B	22 - 36 S	40 - 60 E	4 steps (was not speaking in September)	"He has gone from avoiding conversations and giving one word answers to using sentences and speaking regularly. He is talking with his friends so much more in class and he is so much more confident."

Appendix 3

Restorative Justice Conversations

Class	Step 3						Step 4						Step 5						Step 6						Step 7					
	T1	T2	T3	T4	T5	T6	T1	T2	T3	T4	T5	T6	T1	T2	T3	T4	T5	T6	T1	T2	T3	T4	T5	T6	T1	T2	T3	T4	T5	T6
RNF	4	5	13	10	21		3	1	0	3	4		3	0	0	0	0		2	0	0	0	0		0	0	0	0	0	
Total	4	5	13	10	21		3	1	0	3	4		3	0	0	0	0		2	0	0	0	0		0	0	0	0	0	

Reward Systems

Class	T1	T2	T3	T4	T5	T6
RNF						
House points	N/A	Total = 258 T = 80	Total = 309 T = 91	Total = 407 T = 107	Total = 431 T = 115	Total = 497 T = 117

		J = 72 H = 60 Hy = 46	J = 92 H = 68 Hy = 58	J = 94 H = 110 Hy = 96	J = 107 H = 106 S = 103	J = 119 H = 110 S = 151
Class reward system (Bees)	20	20	20	20	20	20