

## Pupil premium strategy statement Star Academy - reviewed

### School overview

School name	Star Academy Sandyford
Pupils in school	221
Proportion of disadvantaged pupils	43% 94/219
Pupil premium allocation this academic year	£126,325
Academic year or years covered by statement	N-y6
Publish date	September 2020
Review date	December 2020
Statement authorised by	K Wildman
Pupil premium lead	K Wildman
Governor lead	Tom Beecham

### Review: last year's aims and outcomes 2020-2021

Aim	Cost	Outcome	Evaluative Summary
Progress in Reading and Writing	Fulltime Nursery Teacher £20,062 Launchpad to Literacy Intervention Reading Squads £27,245 Quality Text to support Jane Considine writing units £7000 Collins On-line Reading scheme £650	In year data Reading: Progress for PP children was broadly in line with progress for Non PP children and in some cases (Y3) exceeded the Non PP progress. Attainment: Data for PP across school does not show patterns and is cohort dependant. In Y2 and Y5, PP children	Reading Squads brings value to both the maths and the English as it begins to unlock vocabulary The practice of reading squads was disrupted due to lockdown and therefore further time is needed to measure impact.

		<p>out perform their peers. In other years groups gaps remain but are now measurable.</p> <p>Attainment: Data for PP across school does not show patterns and is cohort dependant. In Y1 and Y5, PP children out perform their peers. Nursery and Y2 attainment PP attainment and NPP attainment is broadly in line. In other years groups gaps remain but are now measurable.</p>	
Progress in Mathematics	Fulltime Nursery Teacher Reading Squads	<p>Maths:</p> <p>Progress for PP children was broadly in line with progress for Non PP children and in some cases (Y4 and Y5) exceeded the Non PP progress.</p>	<p>Despite lockdown, progress in maths across the school remained good. This was down to the systematic scheme which allowed us to blend maths learning easily during lockdown. Further work is identified to enhance the vocabulary of maths and to unlock the language of reasoning and applying. White Rose has been adopted to support this.</p>
Phonics	Phonics support £ 10,217 Phonics training £350 Headphones £100	75%	Exceeded disadvantaged national average ahead of projection following introduction of new phonics scheme and staff training. New aim of disadvantaged pupils meeting national average for all pupils by September 2021.
Safeguarding Mental Health and well-being	Teacher to allow DSL capacity £27,330.00	Attendance 96.4% Safeguarding	Despite Lockdowns, attendance improved last year at 96.4%

and being learning ready	PP lead capacity £16,632.90 HSLW £8127 EWO £1200 Residential and enrichment £1000 Uniform £4000 Afterschool clubs £3863 Breakfast club	91% of safeguarding pupils are PP <u>Reading</u> 51% made good progress across the year 29% ARE at the end of the academic year <u>Maths</u> 47% pupils made good progress across the year 24% pupils were at ARE at the end of the academic year  Residential trips did not go ahead – money was spent on ensuring quality text for writing scheme and on supplying uniform for all PP children. Breakfast club – Autumn Term and from March 08 2021. Subsidised with the same amount.	There will be a tightening of procedures for the next academic year to ensure that our parents understand the need to catch up with lost learning. This is reflected in the attendance policy.  Safeguarding In 2018-2019 there were no tight procedures for the monitoring and safeguarding of children. Now, 21% of children are identified as being at risk and are receiving external support. This has occurred due to significant training and work from the DSL and the HSLW. This would not have been possible had she not been out of the classroom.
<b>Cumulative Cost</b>	£126,576.90		

### Disadvantaged pupils' performance - progress overview for last academic year

Measure	Score
Reading	-28% (NPP 7%)
Writing	-25% (NPP -5%)
Maths	-39% (NPP -6%)

### Disadvantaged pupils' performance – attainment overview for last academic year

Measure	Score		Measure	Score
Meeting expected standard at KS2 Combined	52%	-3	Met expected standard at KS1 Combined	3%
Meeting expected standard at KS2 Reading	65%	-17%	Met expected standard at KS1 Reading	45%
Meeting expected standard at KS2 Writing	61%	-19%	Met expected standard at KS1 Writing	38%
Meeting expected standard at KS2 Maths	52%	-29%	Met expected standard at KS1 Maths	59%
Meeting expected standard at KS2 SPAG	61%	-29%		
Achieving high standard at KS2 Combined	13%	-10%	Achieved high standard at KS1 Combined	0%
Achieving high standard at KS2 Reading	3%	-11%	Achieved high standard at KS1 Reading	7%
Achieving high standard at KS2 Writing	9%	-2% VA	Achieved high standard at KS1 Writing	10%
Achieving high standard at KS2 Maths	13%	-5% VA	Achieved high standard at KS1 Maths	10%
Achieving high standard at KS2 SPAG	7%	-6% VA		

## 2020-21 Executive Summary

Identified Barriers	Desired outcomes	Teaching Priorities		Targeted Academic Support		Wider Support	
		Strategy Summary	Cost	Strategy Summary	Cost	Strategy Summary	Cost
<b>Poor speech and Language on entry to EY</b>  <b>KLI</b>	<p>For all children to be at expected levels of speech and language by the end of Reception unless a specific SEN need is identified</p> <p>Increase the number of pupils passing the phonics test in year 1</p>	<p>To put a full time teacher into Nursery instead of a parttime teacher. They will have the skills and knowledge to be able to improve the speech and language provision.</p> <p>Provision in Nursery is excellent. In addition, staffing dynamics which have previously caused tension have gone. The team is tight and hard working. The staff have a thorough understanding of the</p>	£20,062.00	<p>Children will poor speech and language will be identified and objectives taught through the continuous provision will improve their speech and vocabulary.</p> <p>Launchpad to Literacy to be used to support gaps in language learning</p>	£200	<p>Where needed, children will be referred to SALT.</p> <p>Impact</p> <p>Children in Nursery have made sound progress this year despite bubble closures. However, speech and, in particular, language continues to be a focus for us moving forward. And language acquisition will</p>	

		needs of the children.				be a key line of improvement.	
<b>Curriculum content amendment as a result of Covid 19</b>  <b>KLI 1</b>	<p>Addressing the gaps in learning through targeted interventions.</p> <p>Ensure rapid catch up of phonics and reading from Rec to Y3</p> <p>Ensure a variety of reading material allows for a depth and breadth of reading to create a love of reading, to allow for a blended approach, to ensure that reading material is not duplicated between the academy and home.</p> <p>Increase the number of pupils passing the phonics test in year 1</p> <p>Ensure regular use of the library to maximise reading for pleasure</p>	<p>Reading Squads – targeted interventions with Tas and teachers</p> <p>20 hours TA time per week</p> <p>Targeted phonics support</p> <p>12.5 hours a week TA time</p> <p>Reading Squads was adapted to accommodate the bubbles – this looked different each term through the pandemic.</p> <p>All staff have had training to support reading squads and the impact during the summer term</p>	<p>£27,245.00</p> <p>£10,217.00</p>	<p>Headphones for implementation –</p> <p>Invest in substantial phonics training for new teachers and teachers new to their year group as soon as able due to covid restrictions.</p> <p>Phonics teaching is good – additional investment in Song of sounds which has been rolled out whole school. The teachers report that the engagement of the children is higher. Children in Early Years and KS1 have made progress despite the pandemic.</p>	<p>£300</p> <p>£1000</p> <p>£350</p>	<p>Purchase of additional reading books to support the reading in KS2 scheme</p> <p>Collins online bought – due to Pandemic as they match our current books.</p> <p>Investment was also made into the Jane Considine texts used to teach writing.</p> <p>Library service software</p> <p>Books from the library are moved to the</p>	<p>£650</p>

		showed progress made by nearly all children.				classroom to avoid cross contamination of bubbles.	
<b>60% of all safeguarding incidents are with pupils in receipt of PP</b>	To ensure that early identification supports the home environment for children, increasing a feeling of safety, stability and mental wellbeing conducive with learning.	<p>DDSL to be released from class to become DSL – all systems and processes support the early identification and support of families because more time can be given. Staff are well trained in mental wellbeing of the children / ACEs to help assess and identify those needing additional support.</p> <p>Safeguarding was considered to be highly effective</p>	27,330.00	<p>HSLW supports the work with families by working with parents who we have identified to be vulnerable to poor mental health or aptitude.</p> <p>DSL has received Mental health training alongside Mel Taylor.</p> <p>Mental health champions training has taken place and the impact on the class was that the children could talk about strategies to</p>	8,127.00	<p>Systems for the identification and support of mental wellbeing are in place in the academy.</p> <p>Systems in place for early identification and external support.</p> <p>The curriculum supports mental health</p>	Part of the DDSL cost

		during a recent ATT audit.		<p>support their own mental well-being.</p> <p>HSLW has supports several families where identified by the DSL</p> <p>HSLW has worked tirelessly during lockdown to support the mental health of parents. She also offers physical support in the form of food and hygiene parcels.</p>			
<b>14% of PP pupils are persistent absentees</b>	<p>Raise attendance for all pupils to 97%</p> <p>PA to decrease to be inline if not below national (10.9%), England (8.2%).</p>	<p>PHSE sessions used to support a positive view of school</p> <p>Lessons to be broad, balanced and engaging to ensure that children enjoy their learning experiences</p>		HSLW used to build relationships with parents to support the attendance of children in the academy	See cost above	<p>EWO service used to support the attendance of pupils in school</p> <p>EWO has supported the safeguarding of children</p>	£1200



		Pupil book studies have shown that pupils enjoy their learning.					
<b>Low socio-economic demographic – limited Cultural Capital</b>	<p>Ensure that pupils develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus ensuring they achieve or exceed end of year expectations.</p> <p>Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience.</p> <p>All children to be 'smart' in their uniform and well fed</p>	<p>Through quality first texts and teaching, ensure children have then opportunity to visit the theatre or are exposed to theatrical performances.</p> <p>There are trips linked to all curriculum areas to enhance the learning experiences</p>	<p>£1000 +£2000</p> <p>0</p>	Residential experiences in Y6. Children develop and refine skills in specific areas promoting improved progress and attainment within the given area of the curriculum.	0	<p>Afterschool, clubs linked to enriching the curriculum and children's lives. - Lockdown</p> <p>Uniform costs supported to ensure that all children have access to a smart well-fitting uniform</p> <p>Breakfast club food subsidy for children not attending club but hungry – Whilst not as well attended,</p>	<p>£3,863</p> <p>£2000+£2000</p> <p>£1000</p>

						during the Autumn term the breakfast club remained open and was invaluable to the parents who needed it.	
		£106,886.90		10,977		8,713	
						Total: £126,576.90	

Strategy aims for disadvantaged pupils/ Teaching strategies for current academic year

Measure	Activity	Predicted cost
<p><b>Priority 1:</b> For all children to be at expected levels of speech and language by the end of Reception unless a specific SEN need is identified.</p> <p>Increase the number of pupils passing the phonics test in year 1</p>	<p>To put a full time teacher into Nursery instead of a parttime teacher. They will have the skills and knowledge to be able to improve the speech and language provision and drive progress from initial starting points through continuous provisions and group activities. The teacher in question has a strong knowledge of phonics.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p> <p>All EY staff to have intensive training to enhance the CP provision to ensure that the children in EY are able to catch up quickly and Rec become year 1 ready</p> <p>New resources bought to ensure that the EY areas are covid safe and children are supported in their learning with the apparatus needed.</p> <p>Launchpad to literacy to support early language</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</a></p>	<p>Teacher costs £27,367</p>
<p><b>Priority 2:</b></p> <p>Addressing the gaps in learning through targeted interventions.</p> <p>Ensure rapid catch up of phonics and reading from Rec to Y3</p>	<p>KS2 reading squads to ensure rapid continuation of progress of catch up for all.</p> <p>Additional online reading resources will be purchased to ensure that there can be a smooth transition to blended learning should the need arise.</p> <p>KS1 Phonics squads to ensure rapid catch up for all.</p> <p>Additional phonics training and resources will also be used to support the phonics squads</p>	<p>TA costs £37,462</p>

<p>Ensure a variety of reading material allows for a depth and breadth of reading to create a love of reading, to allow for a blended approach, to ensure that reading material is not duplicated between the academy and home.</p> <p>Increase the number of pupils passing the phonics test in year 1</p> <p>Ensure regular use of the library to maximise reading for pleasure</p>		
<p><b>Priority 3:</b> To ensure that early identification supports the home environment for children, increasing a feeling of safety, stability and mental wellbeing conducive with learning.</p>	<p>Releasing the AP to be DSL out of class full time.</p> <p>Support DSL in building relationships with families and social care to deliver the best service to our families.</p> <p>Home School Link worker to support Early Help Intervention</p> <p>Ensure that quality training is provided both at a Trust policy level and from an LA point of view which supports restorative justice and gives the confidence to challenge accurately, fairly but uncompromisingly.</p> <p>Make sure that regular supervision takes place to review the families specifically of PP children.</p> <p>Staff are well trained in mental wellbeing of the children / ACEs to help assess and identify those needing additional support.</p> <p>Ensure that the academic achievements of PP children on our safeguarding register are monitored and interventions put in place to support.</p> <p>Ensure that there is a thorough systematic approach to mental health in the academy.</p> <p>Formalise approaches to mental well-being in the Academy so that we have a thorough understanding of the interventions used before seeking further support.</p>	<p>DSL time £39,806.00</p>

<p><b>Priority 4:</b> Raise attendance for all pupils to 97%</p> <p>PA to decrease to be inline if not below national (10.9%), England (8.2%).</p>	<p>Teachers use PSH sessions to support a positive view of school attendance and address barriers that children may be facing that impact upon their attendance. Children have the opportunity to engage in a broad and balanced knowledge rich curriculum, which enthuses them to want to come to school. Staff will use Jigsaw to meet the social and emotional needs of children whilst addressing possible mental health issues that may lead to poor attendance.</p>	
<p><b>Priority 6:</b> Ensure that pupils develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus ensuring they achieve or exceed end of year expectations.</p> <p>Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience.</p> <p>All children to be 'smart' in their uniform and well fed</p>	<p>Teachers to use a range of quality text to enhance the curriculum</p> <p>Quality first teach will be the focus of the majority of our CPD to ensure that there is a fluid and progressive build up of knowledge.</p> <p>Schemes of work such as the Jane Considine writing units, Hamilton Trust will provide teachers with the tools to raise their own subject knowledge and decrease their workload. This supports quality teaching.</p> <p>Trips and visits linked to the curriculum will be subsidised</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf</a></p> <p><a href="http://www.suttontrust.com/researchpaper/life-lessons/">http://www.suttontrust.com/researchpaper/life-lessons/</a></p>	<p>Resources £1000</p> <p>Subsidy £ 1000</p>
Projected cumulative spending		£106, 635

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 21
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics	Sept 21
Phonics	Achieve national average expected standard in PSC	Sept 21
Other	Improve attendance of disadvantaged pupils to Trust target of 97%	Sept 21

### Focus support for disadvantaged pupils to reach the expected standard in phonics check at end of Y1

Measure	Activity	Predicted cost
<p><b>Priority 1:</b> For all children to be at expected levels of speech and language by the end of Reception unless a specific SEN need is identified.</p> <p>Increase the number of pupils passing the phonics test in year 1</p>	<p>Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively</p> <p>Staff to use a systematic approach to phonics with the recently purchased letters and sounds big cats phonics books to support practice of phonemes.</p>	£350
<p><b>Priority 2:</b> Addressing the gaps in learning through targeted interventions.</p>	<p>Phonics squads to be used as a daily intervention. Tas to have a specific focus on PP children</p>	Previously costed in teaching strategies

<p>Ensure rapid catch up of phonics and reading from Rec to Y3</p> <p>Ensure a variety of reading material allows for a depth and breadth of reading to create a love of reading, to allow for a blended approach, to ensure that reading material is not duplicated between the academy and home.</p> <p>Increase the number of pupils passing the phonics test in year 1</p> <p>Ensure regular use of the library to maximise reading for pleasure</p>	<p>Launchpad to Literacy to be used to assess sticking points and support accelerated progress for PP children</p> <p>Nuffield early intervention to be used to support intervention groups for PP children</p>	
Barriers to learning address by priorities above	<p>Early language skills to be developed at pace.</p> <p>Phonics learning to be accelerated and systematic</p>	
Projected cumulative spending		£350

#### Targeted academic support for current academic year

Measure	Activity	Predicted cost
<p><b>Priority 1:</b> For all children to be at expected levels of speech and language by the end of Reception unless a specific SEN need is identified.</p>	<p>Children with poor speech and language will be identified and objectives taught through the continuous provision will improve their speech and vocabulary.</p> <p>Engage in the Nuffield speech Language intervention through OA.</p>	<p>Training release day £200</p>

Increase the number of pupils passing the phonics test in year 1	Launchpad to Literacy to be used to support gaps in language learning	
<p><b>Priority 2:</b> Addressing the gaps in learning through targeted interventions.</p> <p>Ensure rapid catch up of phonics and reading from Rec to Y3</p> <p>Ensure a variety of reading material allows for a depth and breadth of reading to create a love of reading, to allow for a blended approach, to ensure that reading material is not duplicated between the academy and home.</p> <p>Increase the number of pupils passing the phonics test in year 1</p> <p>Ensure regular use of the library to maximise reading for pleasure</p>	<p>Purchase of an online platform – Nessy - for all learners with a need for rapid catch up across the academy. This has had excellent results in a sister academy.</p> <p>This can also be used to support homework and can be continued during blended learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/</a></p> <p>Invest in substantial phonics training for new teachers and teachers new to their year group as soon as able due to covid restrictions.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p> <p>Launchpad to Literacy to support early language</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</a></p>	<p>Nessy platform and accessories £1300</p> <p>Training costed in Phonics section</p>
<p><b>Priority 3:</b> To ensure that early identification supports the home environment for children, increasing a feeling of safety, stability and mental wellbeing conducive with learning.</p>	<p>HSLW supports the work with families by working with parents who we have identified to be vulnerable to poor mental health or aptitude.</p>	<p>Home School Link Worker £8127</p>



<p><b>Priority 4:</b></p> <p>Raise attendance for all pupils to 97%</p> <p>PA to decrease to be inline if not below national (10.9%), England (8.2%).</p>	<p>HSLW used to build relationships with parents to support the attendance of children in the academy</p>	<p>Costed above</p>
<p><b>Priority 5</b> Ensure that pupils develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus ensuring they achieve or exceed end of year expectations.</p> <p>Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience.</p> <p>All children to be 'smart' in their uniform and well fed</p>	<p>Enrichment programmes with a financial implication will be supported so that PP pupils have the same experiences as all. This includes residential experiences.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf</a></p> <p><a href="https://journals.sagepub.com/doi/abs/10.1177/1932202X17715304?journalCode=joac">https://journals.sagepub.com/doi/abs/10.1177/1932202X17715304?journalCode=joac</a></p> <p><a href="http://www.suttontrust.com/researchpaper/life-lessons/">http://www.suttontrust.com/researchpaper/life-lessons/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</a></p>	<p>£1000</p>
<p>Barriers to learning address by priorities above</p>	<p>Targeted early reading and phonics support will accelerate progress in phonics</p> <p>Attendance will improve</p> <p>Confidence will increase</p> <p>Mental health of learners will support progress.</p>	
<p>Projected cumulative spending</p>		<p>£10,627</p>

## Wider strategies for current academic year

Measure	Activity	Predicted cost
<p><b>Priority 1:</b> For all children to be at expected levels of speech and language by the end of Reception unless a specific SEN need is identified.</p> <p>Increase the number of pupils passing the phonics test in year 1</p>	Where needed, children will be referred to SALT.	£0
<p><b>Priority 2:</b> Addressing the gaps in learning through targeted interventions.</p> <p>Ensure rapid catch up of phonics and reading from Rec to Y3</p> <p>Ensure a variety of reading material allows for a depth and breadth of reading to create a love of reading, to allow for a blended approach, to ensure that reading material is not duplicated between the academy and home.</p> <p>Increase the number of pupils passing the phonics test in year 1</p> <p>Ensure regular use of the library to maximise reading for pleasure</p>	<p>Purchase of additional reading books to support the reading in KS2 Bug Club - scheme KS2</p> <p>Library service software</p>	New books and Library service £4650

<p><b>Priority 3:</b> To ensure that early identification supports the home environment for children, increasing a feeling of safety, stability and mental wellbeing conducive with learning.</p>	<p>Systems for the identification and support of mental wellbeing are in place in the academy.</p>	<p>DSL previously costed</p>
<p>Raise attendance for all pupils to 97%</p> <p>PA to decrease to be inline if not below national (10.9%), England (8.2%).</p>	<p>EWO service used to support the attendance of pupils in school</p>	<p>EWO service £1200</p>
<p>Priority 5 Ensure that pupils develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus ensuring they achieve or exceed end of year expectations.</p> <p>Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience.</p> <p>All children to be 'smart' in their uniform and well fed</p>	<p>Afterschool, clubs linked to enriching the curriculum and children's lives.</p> <p>Uniform costs supported to ensure that all children have access to a smart well fitting uniform</p> <p>Breakfast club food subsidy for children not attending club but hungry</p>	<p>After school clubs staffing and resources £3863</p> <p>Uniform subsidy £2000</p> <p>Breakfast club subsidy £1000</p>
<p>Barriers to learning address by priorities above</p>	<p>Speech and Language barriers</p> <p>Hunger</p> <p>Lack of warm, well fitting, smart clothing</p> <p>Attendance supported</p> <p>Mental health supported</p>	
<p>Projected cumulative spending</p>		

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover Keep staff meeting s focused on the priorities
Targeted support	No hands on face to face phonics training.  Closure of bubbles due to the pandemic might create further gaps in learning.	Online training to be utilised and then peer to peer CSI phonics sessions to help ensure that all phonics teaching is of a high quality.  Loom to be used to continue the systematic teaching approach to phonics if needed.
Wider strategies	Supporting the activities needed to improve self – esteem and provide cultural capital during a pandemic  Cost of all the additional interventions that are needed. Training for staff and space in the academy  Cost of additional book resources takes us £4000 over the PP income	Utilise the community to provide in house experiences. Utilise the grounds to enrich  Utilise the Opportunity Area for programmes and training – this will keep costs down.  PP children to be identified within their bubbles so that they can be targeted for intervention in a very subtle way  Subsidise from the curriculum budget

**Review: last year's aims and outcomes 2019-2020**

<b>Aim</b>	<b>Cost</b>	<b>Outcome</b>	<b>Evaluative Summary</b>
Progress in Reading and Writing		Reading: +0.3 Writing: +0.1	Steady improvement in disadvantaged pupil progress from 2018 to 2019. On track towards aim.
Progress in Mathematics		Maths: -2.93	Worsening of results since last year. As a result, mastery will be embedded across the school, to ensure we meet the aim.
Phonics		75%	Exceeded disadvantaged national average ahead of projection following introduction of new phonics scheme and staff training. New aim of disadvantaged pupils meeting national average for all pupils by September 2021.
Other		94.8%	No improvement in attendance since last year. New focus on cross-school and across-LA working to address this issue.
<b>Cumulative Cost</b>			