



# Yew Tree Primary Strategy - Pupil Premium Strategy

## School overview

Metric	Data
School name	Yew Tree Primary Academy
Pupils in school	248 (including Nursery)
Proportion of disadvantaged pupils	43%
Pupil premium allocation this academic year	EYPP - £604 Rec - Y6 - £138600 TOTAL - £139204
Academic year or years covered by statement	2019-22
Publish date	01 December 2019
Review date	01 November 2022
Statement authorised by	Rebecca O'Hanlon
Pupil premium lead	Dan Taylor
Governor lead	Rachael O'Regan

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-1.4
Writing	-2.1

Maths	-2.3
-------	------

### Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard RWM Combined at end of KS2	32%
Achieving high standard RWM at end of KS2	5%

### Strategy aims for disadvantaged pupils

Measure	Activity
Strategy Aim - 1	Improve attendance and punctuality, including pupils that are persistently absent
Strategy Aim - 2	To accelerate the progress of pupil premium pupils in all key stages, to ensure at least expected progress from their starting points
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>❖ Pupils enter school in EYFS at a very low baseline due to varying vulnerabilities</li> <li>❖ Speech, Language and communication needs across school</li> <li>❖ Percentage of pupils eligible for Pupil Premium achieving the expected standard in phonics by Y3</li> <li>❖ Attainment and progress of pupils eligible for Pupil Premium at the end of KS1 particularly in writing</li> <li>❖ Attainment and progress of pupils eligible for Pupil Premium at the end of KS2 across all subjects particularly</li> <li>❖ High Percentage of Pupil Premium pupils in Years 1,5 and 6 cohorts compared to other year groups</li> <li>❖ High Percentage of SEND/Pupil Premium Pupils across the school</li> <li>❖ Transition between classes and phases (attachment and sensory needs)</li> <li>❖ Low aspirations/ low expectations</li> <li>❖ Parental engagement</li> <li>❖ Social, Emotional and Mental Health needs</li> </ul>

	<ul style="list-style-type: none"> <li>❖ Poverty and narrow experiences of life outside school (Most Deprived 10%: 56%, Most Deprived 20 – 40%: 81%)</li> <li>❖ Attitudes to school attendance and punctuality</li> <li>❖ Mobility</li> <li>❖ High levels of SEND /range of multiple needs</li> </ul>
Projected spending	£ 139204

### Teaching priorities for current academic year

Priorities	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 22
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 22
Progress in Mathematics	Achieve national average KS2 Mathematics progress score (0)	Sept 22
Phonics	Achieve national average expected standard in PSC	Sept 22
Other	Improve attendance of disadvantaged pupils to be in line with national average (96%)	Sept 22

### Quality Teaching for all - current academic year

Measure	Activity
Priority 1	Ensure the curriculum in EYFS supports all pupils in particular the most disadvantaged, with a particular focus on speech, language, communication and early reading and writing
Priority 2	Ensure that the teaching of phonics is of high quality and staff are highly trained and effective
Priority 3	Work with local Maths Hub 3, investing in high quality CPD, including the purchase of textbooks which will support teaching for a mastery approach across all year groups
Priority 4	Embed the Literacy Tree approach to the teaching of English, ensuring that the most vulnerable pupils access high quality texts and thus impacts on their reading and writing outcomes
Priority 5	Embed the wider curriculum offer to ensure good progress in all subjects from pupils starting points
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>❖ Ensuring staff use evidence-based whole-class teaching interventions/strategies</li> <li>❖ Speech and Communication, to include oracy</li> <li>❖ Poverty and narrow experiences of life outside school</li> <li>❖ High levels of SEND/range of multiple needs</li> <li>❖ Attitudes to school attendance and punctuality</li> </ul>
Projected spending	£39204

### Targeted Academic Support - current academic year

Measure	Activity
Priority 1	Establish Speech and Language interventions
Priority 2	Embed Phonics interventions
Priority 3	Develop the role of the TA supporting the delivery of quality first teaching within the classroom
Priority 4	Establish a peer to peer coaching cycle, to develop a culture of good practice across the school
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>❖ Speech and Communication, to include oracy</li> <li>❖ Poverty and narrow experiences of life outside school</li> <li>❖ High levels of SEND/range of multiple needs</li> <li>❖ Low aspirations</li> <li>❖ Transition between classes and phases</li> </ul>
Projected spending	£50000

### Wider Strategies - current academic year

Measure	Activity
Priority 1	Embed Magic Breakfast club
Priority 2	Embed the role of the School Attendance Officer to support families with attendance and acute need, thus impacting on improved school attendance (inline or above national figures)
Priority 3	Continue to offer all pupils a high quality extended school provision, including Children's University
Priority 4	Continue to fund Occupational Therapy support

Priority 5	Continue to develop the use of outdoor learning to enhance the curriculum offer
Priority 6	Continue to fund Educational Psychology support to ensure all pupils receive the earliest of intervention
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>❖ Poverty and narrow experience of life outside school (Most Deprived 10%: 56%, Most Deprived 20% – 40%: 81%)</li> </ul>
	<ul style="list-style-type: none"> <li>❖ Attitudes to school attendance and punctuality.</li> <li>❖ Low aspirations and expectations</li> <li>❖ Social and Emotional Mental Health</li> <li>❖ High percentage of SEND Pupils</li> </ul>
Projected spending	£50000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Quality Teaching for All	<ul style="list-style-type: none"> <li>❖ In EYFS, ensuring enough time is provided to allow for the EYFS/KS1 Lead to drive improvements</li> <li>❖ In the Designated Special Provision (DSP) ensure enough time is provided to allow the DSP Manager to drive curriculum provision to meet the complex needs of cohorts working in collaboration with the Assistant Principal for Inclusion</li> <li>❖ To ensure that the subject leaders responsible for the curriculum have designated time to monitor the implementation of the curriculum offer</li> <li>❖ Ensure that the school invests in evidence based research and complimenting CPD</li> </ul>	<ul style="list-style-type: none"> <li>❖ One day per week release time</li> <li>❖ One day per week release time, in addition use of INSET days</li> <li>❖ Additional cover provided by senior leaders, staff meetings and directed time</li> </ul>

Targeted Support	<ul style="list-style-type: none"> <li>❖ Ensure the provision of a Speech and Language Therapist is regular and provides the school with the necessary support</li> <li>❖ Ensure the consistency of approach when teaching phonics through high quality CPD and good practice visits</li> <li>❖ Ensure access to professional development (CPD) for Teaching Assistants to support quality first teaching</li> <li>❖ Ensure staff use evidence based teaching interventions</li> </ul>	<ul style="list-style-type: none"> <li>❖ North West Boroughs have reduced capacity therefore, the school must ensure that they are receiving their statutory entitlement</li> <li>❖ Provide necessary cover to release staff</li> <li>❖ Ensure cover for TA's and consider working patterns</li> <li>❖ School invests in latest research documents and pedagogy</li> </ul>
------------------	--	--



Wider Strategies	<ul style="list-style-type: none"> <li>❖ Ensure the provision of an Educational Psychologist/Occupational Therapist is regular and provides the school with the necessary support</li> <li>❖ Engaging the families facing most challenges</li> <li>❖ Attitudes to school attendance and punctuality</li> <li>❖ Ensuring staff are aware of current research supporting the use of the outdoor environment and extended school provision to compliment learning, as well as supporting pupils social and emotional mental health</li> </ul>	<ul style="list-style-type: none"> <li>❖ LA Psychology Service have reduced capacity therefore, the school must ensure that they are receiving their statutory entitlement</li> <li>❖ Working closely with the LA and other local schools and agencies</li> <li>❖ Work with parents who do not engage or engage negatively with school</li> <li>❖ Continue to improve the outdoor learning spaces, work with other school to identify good practice</li> <li>❖ Ensure provision of Magic Breakfast is viable and continues to support the most vulnerable pupils in school</li> </ul>
	<ul style="list-style-type: none"> <li>❖ Possible loss of national charitable funding through Magic Breakfast</li> </ul>	

**Appendices**

<b>Year Group 2019/20</b>	<b>Number of Pupils Eligible for Pupil Premium</b>
Nursery	2/20 – 10%
Reception	14/30 - 47%
Year 1	20/38 – 53%
Year 2	14/34 – 41%
Year 3	11/34 – 32%
Year 4	13/32 – 41%
Year 5	18/30 – 60%
Year 6	16/29 – 55%

## 2019/2020 Review

Attendance comparison of the **same cohort** from 2018/2019 year into 2019/2020 year (No Summer term comparison due to COVID-19 lockdown)

Year Group 2019/20	Number of Pupils Eligible for Pupil Premium	Autumn Term Attendance 2018	Autumn Term Attendance 2019	Spring Term Attendance 2019	Spring Term Attendance 2020
Reception	14/30 - 47%	N/A- nursery	PP 93.45% Non- PP 93.88	N/A- nursery	PP 89.14% Non-PP 91.39%
Year 1	20/38 – 53%	PP 89.33% Non-PP 67.24%	PP 91.15% Non-PP 95.06%	PP 89.14% Non-PP 90.46%	PP 89.89% Non-PP 91.03%
Year 2	14/34 – 41%	PP 89.67% Non-PP 92.26%	PP 93.94% Non-PP 95.84%	PP 92.49% Non-PP 92.89%	PP 95.06% Non-PP 94.26%
Year 3	11/34 – 32%	PP 92.84% Non-PP 93.04%	PP 95.58% Non-PP 94.99%	PP 93.95% Non-PP 95.88%	PP 94.99% Non-PP 97.65%
Year 4	13/32 – 41%	PP 93.09% Non-PP 95.62%	PP 95.93% Non-PP 96.63%	PP 94.72% Non-PP 96.26%	PP 94.16% Non-PP 97.06%
Year 5	18/30 – 60%	PP 93.61% Non-PP 96.28%	PP 93.75% Non-PP 89.20%	PP 92.92% Non-PP 97.29%	PP 93.95% Non-PP 93.14%
Year 6	16/29 – 55%	PP 92.14% Non-PP 94.21%	PP 96.43% Non-PP 95.53%	PP 95.36% Non-PP 97.09%	PP 97.81% Non-PP 98.25%
Ash	1/10- 10%	PP N/A % Non-PP 95.32%	PP 91.30% Non-PP 96.38%	PP 93.75% Non-PP 94.64%	PP 96.94% Non-PP 95.39%
Birch	4/10- 40%	PP 89.14% Non-PP 96.13%	PP 95.47% Non-PP 98.55%	PP 86.61% Non-PP 95.65%	PP 91.49.14% Non-PP 99.32%

<b>Cedar</b>	5/9- 55.5%	PP 96.34%	PP 96.67%	PP 96.05%	PP 92.92%
		Non-PP 94.21%	Non-PP 93.30%	Non-PP 93.45%	Non-PP 94.65%
<b>Whole School (excluding Nurse)</b>	106 children Pupil Premium	PP 93.02%	PP 94.3%	PP 93.47%	PP 91.56%

We can see from tracking the Pupil Premium children in their cohorts, that each class has made improvements on the previous year's attendance, with exception of 2019/2020 Year 4 cohort and Cedar. The Pupil Premium children in these cohorts will need to be a target group for 2020/2021 academic year. We have also seen that there has been a small decrease in Pupil Premium attendance as a whole school in Spring 2020 compared to the same time the previous year, we can confidently link this to anxieties families were feeling as the COVID-19 pandemic worsened in March leading up to the national lockdown, resulting in families shielding/self –isolating.

In Autumn Term 2019:

58/106 of Pupil Premium children had <96% = 54.7%

18/58 of the Pupil Premium children were PA (Persistent Absences) = 31%.

We have seen an improvement in PA from 23 children in Autumn 2018 to 18 children in Autumn 2019.

Our Attendance officer has worked closely with families and the LA attendance team to improve the attendance of our children. Home visits have been completed regularly and meetings held to find solutions to children's absences. Rewards and incentives have been introduced and attendance is a priority for all staff. Each week the children attended an assembly to celebrate each class's attendance with weekly rewards, and termly assemblies were held to celebrate individual achievements and improvements. Attendance was communicated with families weekly on our newsletter.

### EYFS

We have had an EYFS Manager in post from January 2020 who has created a long-term curriculum overview for EYFS. She has identified barriers to learning and has put together an action plan to begin to address them. The action plan has a focus on increasing attainment and progress, early reading, developing the outdoor provision and language and communication, all of which is mirrored in our Pupil Premium Strategy. The EYFS lead has had training in a Leadership Development Programme, Evaluating

the EYFS curriculum, EYFS writing moderation, Early Literacy training and Maths Hub training. This is supported with our Pupil Premium funding to help diminish the barriers the children have. EYFS have introduced some of the strategies from the early literacy training and the Maths hub, but due to COVID-19 the full impact has not been seen, this will continue into Autumn 2020 and be monitored.

Beginning in Autumn term, Reception trialled using The Literacy Tree for English. This was to bring them in line with the rest of the school. EYFS and KS1 manager devised a curriculum overview for English for Nursery linking Nursery texts to Reception texts through author study or themes, we have seen more evidence of writing in EYFS as a result.

EYFS have taken part in a Fluency Project where our EYFS lead attended Maths Hub training. She consequently implemented recommendations of number of the week and created a planning document based on suggestions given to her on the course. Nursery implemented 'Number of the Week' and have now taught the numbers to 5. Nursery children had a Maths input every day. EYFS staff have worked hard to ensure that there is an inviting and stimulating Maths area in both Nursery and Reception. EYFS sent 'Number of the Week' homework which identified the number that they have learnt in school and asks parents to talk about the number. We have signed up to a new EYFS Maths Project for next year 2020/2021 - 'Specialist Knowledge for effective provision in Maths.' This will look at Early Years Pedagogy and Research. This will provide professional development for the new Reception teacher and the Nursery teacher.

The table below shows from the starting points of Nursery and Reception in September 2019 and the progress they made up until the Spring term assessments. This shows that the children made positive progress in the areas identified in the EYFS action plan linked to our Pupil Premium strategy. The most significant progress was made in children attaining the expected standard for Listening and Attention, Understanding and Speaking in Reception. Number and Shape, Space and Measure progress has seen a significant improvement in Nursery from the children's starting points. These were areas identified as a priority in our Pupil Premium Strategy.

### Nursery

Strand	+/- % (percentage increase/decrease attaining Expected)	+/- % (percentage increase/decrease attaining Exceeding)
Listening and Attention	+9%	0%
Understanding	+32%	0%
Speaking	+36%	0%
Moving and Handling	+14%	+13%
Health and Self Care	+22%	+9%
Self-confidence and Self awareness	-23%	+9%
Managing Feelings and Behaviour	+13%	+9%
Making Relationships	0%	+9%
Reading	+14%	0%
Writing	+18%	0%
Numbers	0%	+27%
Shape Space and Measure	0%	+32%

### Reception

Strand	+/- % (percentage increase/decrease attaining Just Below)	+/- % (percentage increase/decrease attaining Expected)
Listening and Attention	+8%	+46%
Understanding	+4%	+38%
Speaking	+11%	+42%
Moving and Handling	+16%	+15%
Health and Self Care	+7%	+27%
Self-confidence and Self awareness	+16%	+27%
Managing Feelings and Behaviour	+15%	+23%
Making Relationships	0%	+27%
Reading	+27%	+8%
Writing	+19%	+4%
Numbers	+23%	0%
Shape Space and Measure	+31%	0%

### Phonics

All staff in EYFS and KS1 have had Phonics training, the majority of whom have received Read Write Inc Phonics Training to support the quality of teaching and learning of phonics. EYFS/KS1 manager delivered training to EYFS and KS1 staff to ensure each phonics session had a consistent structure and to share good practise. Staff have continued to complete Read Write Inc

assessments every 6 – 8 weeks across KS1, up until Lockdown, to track progress including those children who are Pupil Premium and intervene quickly where needed. The majority of children in the Y2 class (25/30) were accessing daily support for spelling instead of Phonics as they had previously passed the screening check and needed to progress. The remaining children continued to access quality phonics teaching. Additional Phonics intervention was delivered by a skilled Teaching Assistant who is effective in narrowing gaps in Phonics particularly with children retaking Phonics check in Y2. This intervention was timetabled and delivered across KS1 during each afternoon. All KS1 classrooms now have complex speed sound charts displayed and relevant resources readily available. Daily Phonics sessions consistently took place in Reception across Autumn and Spring term. The EYFS/ KS1 manager delivered daily phonics sessions with target children from Y1 and Y2 during the Spring term to accelerate progress. The 2020 Phonics screen check was cancelled due to COVID-19 pandemic. Phonics remains a priority as school has yet to reach the national average for the number of children achieving the standard required to pass the phonics screening check. However, there have been significant improvements since 2016. We will be completing a phonics screening check with the 2019/2020 year1 cohort on return to school in Autumn term 2020.

Year 1 Phonics	2016		2017		2018		2019		2020	
	School	National	School	National	School	National	School	National	School	National
	41%	81%	61%	81%	72%	82%	64%	82%	Cancelled	

### **SEND**

We have successfully referred numerous children on to the ND Pathway with several children receiving a diagnosis or being placed on the waiting list (Due to Covid -19) some of which are Pupil Premium children. This year three children were granted an EHCP (all Pupil Premium children) and we are waiting an outcome for a further application (also Pupil Premium). During the 2019/2020 academic year we had 7 children in the main stream with an EHCP and 1 child waiting. Out of those 8 children 5 were Pupil Premium and needed EP support and input. Subsequently 3 of the children (2 of which are Pupil Premium) are now in special provision for the academic year 2020/2021. Children needing SALT have had assessments and targets given in the Autumn term. However, Covid-19 has meant that appointments have not been able to go ahead, we have continued our good relationship and have a screening and support strategy ready as soon as we are able to hold appointments in school for 2020/2021 academic year.

### **DSP**

Teaching staff are confident in assessing pupils using B Squared and using this information to inform their planning, next steps, and PPP targets. Pupil Data Analysis and Pupil Progress meetings have shown that teachers are fully aware of the progress and limiting factors of their pupils and that they understand what needs to be put in place to provide quality teaching and learning opportunities. Most pupils are making expected progress, and for those who aren't, barriers are identified quickly, and support is sought. The 9 Pupil Premium children in DSP have shown from their starting points to the Spring term 2020 that they are making progress.

We have continued to use the advice and support of Occupational therapy for our Pupil Premium children in the DSP. However, not all those appointments were able to happen due to COVID-19 lockdown. We will be continuing to use OT support next academic year.

### **Pupil Premium Progress**

#### **Maths**

Y1-6 have successfully implemented Maths No Problem and are reaping the benefits of deeper levels of understanding. Teachers are more confident when teaching Maths and have a better understanding of the steps to take when teaching a topic. All children have their own work booklet and a text book to support their learning. Maths Lead Teacher have taken part in the Maths Mastery Programme with the North West Maths Hub. This has allowed us to reflect on practice and share practice with colleagues from other schools. The Maths Mastery specialist, came into school and completed a book look with the Subject Leader and has completed a learning walk.

In Spring, in year 5, we saw that our Pupil Premium children out performed our Non-Pupil Premium children with 59% achieving on track or above for ARE compared to 45% for Non-Pupil Premium. 12% of our PP children achieved Greater depth compared to 0% for Non-PP children, also in year 5. In our year four class, 71% of our PP children were on track to achieve ARE which was higher than our Non-PP children. We have seen in Yr 3, sustained progress with PP children achieving highly with 80% on track for ARE.



### Writing

The Literacy Tree Writing Scheme is fully implemented with all mainstream and Cedar classes now from Reception to Year 6. CPD has been provided via Inset days with the Literacy Tree for all staff to ensure there is consistency of delivery and assessment. We have also had regular meetings for staff with a Literacy Tree consultant to pinpoint gaps in children's learning and accelerate progress. This has also provided staff with expert moderation of their teacher judgements. All children from Cedar class in the DSP are making progress whilst using the Literacy Planning with the support of a consultant to tailor a bespoke selection of texts and genres that meet the children's needs in that class.

Both the English lead and Curriculum lead have attended CPD throughout the year for the implementation of Oracy, through the Knowsley Voice project. The English lead has introduced many strategies throughout the school as a whole and we have had a visit from the Local Authority who were pleased with the progress the children are making understanding the basics of Oracy.

17% of Year 2 pupils achieved the GD standard for writing, up from 11% in the previous year. Years 1,2,3,5 and 6 now have GD children an improvement from last year when 3 classes from KS2 did not have GD children. 57% of girls are ARE ( 13% are GD) in Years 1-6. This is showing the impact that The Literacy Tree has had on writing in Yew Tree. In year 5 our Greater greater depth writer was a Pupil Premium children. We also found in our Spring assessments, our PP children achieved very similar results as our Non-PP with 72% on track or above their ARE. 29% of the PP children achieved the Greater Depth standard. The 70% of PP children in Year 3 were on track to achieve ARE which was more than non-PP children at 67%.

### Reading

In our Spring 2020 assessments, in year 5, 18% of our PP children achieved the Greater Depth standard compared to 9% of Non-PP. We also saw that in the same term's assessments, 50% year 4 Pupil Premium children were working on track to ARE. 70% of children in year 3, by the Spring assessments were on track to achieve ARE.

We were pleased to see that PP children continued to be on track to achieve the Great depth standard at 17% in year 2.

### **Magic Breakfast**

Magic breakfast is a valued support to our families. We have a full uptake and a waiting list most weeks. During the National Lockdown, the Magic Breakfast food provided meals for some of our most vulnerable families, which they were able to collect from school and were very much appreciated. The children are provided with a variety of breakfast food options and activities supervised and supported by our school staff. The children enjoy their morning in breakfast club and leave ready for the school day.

### **Children's Univeristy**

All year groups from Y1-Y6 have access to a wide range of learning activities out of school hours. The breadth of learning complements and enhances curriculum provision and the children have the opportunity to access clubs run by professional organisations. Children are enthusiastic about extra-curricular learning activities, which is evident in their continued attendance; some clubs are oversubscribed and parents/children are keen to add names to waiting lists. We linked with Halewood Academy to run a Science club, so the children can see how science is taught at secondary school and utilise the specialist teaching and use of resources. We aim to build on this in the next academic year.

Record of PPG spending by item/project			
Item/project	Cost	Objective	Outcome
<i>Improve attendance and punctuality, including pupils that are persistently absent</i>	£15,053.00	<i>Embed the role of the School Attendance Officer to support families with attendance and acute need, thus impacting on improved school attendance (inline or above national figures)</i>	<i>All PP cohorts have improved attendance except one year group (yr4), from Autumn 18 to Spring 2020.  However, the overall percentage of PP children across the whole school as a collective dropped- This will need to continue as a focus.</i>

EYFS	£34,737.00	Ensure the curriculum in EYFS supports all pupils in particular the most disadvantaged, with a particular focus on speech, language, communication and early reading and writing	Newly appointed EYFS Manager in post from January 2020 who has created a long term curriculum overview for EYFS. She has identified barriers to learning and has put together an action plan to begin to address them. The action plan has a focus on increasing attainment and progress, early reading, developing the outdoor provision and language and communication, all of which is mirrored in our Pupil Premium Strategy. Its full impact will need to be monitored.
Embed Phonics interventions	£8,915.50	Achieve national average expected standard in PSC	All staff in EYFS and KS1 have had Phonics training, the majority of whom have received Read Write Inc Phonics Training. EYFS/KS1 manager delivered training to EYFS and KS1 staff to ensure each phonics session had a consistent structure. Staff have continued to complete Read Write Inc assessments every 6 – 8 weeks across KS1 to track progress including those children who are Pupil Premium and intervene quickly where needed.
SEND	£2150.00	<p>Continue to fund Occupational Therapy support</p> <p>Continue to fund Educational Psychology support to ensure all pupils receive the earliest of intervention</p> <p>Ensure the provision of a Speech and Language Therapist is regular and provides the school with the necessary support</p>	We continue to refer children to the ND pathway and successfully gain an EHCP for others all with the support with the SEND agencies.
DSP	£9551.40	In the Designated Special Provision (DSP) ensure enough time is provided to allow the DSP Manager to drive curriculum provision to meet the complex needs	Embedded assessments used to inform planning and accurate, bespoke target setting. Most pupils

		of cohorts working in collaboration with the Assistant Principal for Inclusion	are making progress and those who are not, support is given.
Magic breakfast	£19,605.00	Embed Magic Breakfast club	Magic breakfast is a valued support to our families. We have a full uptake and a waiting list most weeks. During the National Lockdown, the Magic Breakfast food provided meals for some of our most vulnerable families
To accelerate the progress of pupil premium pupils in all key stages, to ensure at least expected progress from their starting points	£375 £480 £4245.00	CPD  Literacy Tree  Maths No Problem	Staff have received CPD across English and Maths, including one to one consultation with The Literacy Tree practitioner. From the information above, this is still an objective of priority.
Children's University	£2,930.00		All year groups from Y1-Y6 have access to a wide range of learning activities out of school hours. The breadth of learning compliments and enhances curriculum provision and the children have the opportunity to access clubs run by professional organisations.- This will continue and aim to have more children graduating year on year,