

Sundon Lower School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sundon Lower School
Number of pupils in school	62
Proportion (%) of pupil premium eligible pupils	4.8%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	30 th September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Board of Trustees
Pupil premium lead	Mrs C White
Trustee lead	Mrs R Azim

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 4,035
Recovery premium funding allocation this academic year	£ 2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£6,035

Part A: Pupil premium strategy plan

Statement of intent

Statement of Intent-Our Vision

Our school uses income from Pupil premium towards our whole school vision of 'Learning for Life,' with all staff and Trustees fully committed to providing outstanding education and excellent pastoral care for the whole community. We are passionate about learning and the education of our children and we therefore strive for continuous growth and improvement in order to make these the best they can be. We are therefore committed to delivering an exciting, challenging curriculum made accessible to all in a supportive and inclusive environment. In turn, we believe that this will enable every child to understand the importance of learning and instil in them a love for learning that is lifelong.

In order for all of our children to reach their full potential we must maintain our high expectations with regards to their academic development, as well as the social, emotional, physical and behavioural aspects of their growth; we will work tirelessly in order that there is fair and equal opportunity for all, regardless of ages and stages of development.

We will endeavour to ensure any child who meets the criteria for the funding allocated to the school is given targeted and strategic support to learn as effectively as possible in order that these children are not disadvantaged by their personal circumstances.

Key Principles of our Strategy Plan

- We ensure teaching and learning opportunities meet the needs of all the children
- We ensure appropriate provision is made for pupils who belong to vulnerable groups
- In making provision for socially disadvantaged pupils we recognise that not all children who receive Free School Meals (FSM) will be socially disadvantaged
- We also recognise that not all children who are socially disadvantaged are registered to qualify for FSM.
- Pupil Premium funding will be allocated following a learning needs analysis which will identify priority support which could be group or individually based.

Challenges

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

Challenge number	Detail of challenge
	In School Barriers
1	Low baselines for PPG children on starting school, particularly in communication and language. Speech and language capabilities impacting on academic capability with slow progress in reading and writing, communication and social skills in Early Years and Key Stage 1.
2	Difficulties with learning. Some children who are eligible for PPG are also part of concurrent vulnerable groups and have experienced complex or traumatic family emotional and social difficulties and have lower attainment.
3	The gap between Non PPG and PPG children is sometimes higher than compared to national due to small numbers of PPG children.
4	Poor language skills, including limited range of vocabulary, linked with limited life experiences and availability of quality texts in the home (Reading).
5	Missed learning opportunities due to closures linked to Covid-19- lack of engagement with remote learning, resulting in 'gaps in learning' and poor resilience for learning.
	External Barriers
6	Emotional support is needed for some children eligible for PPG. Our children have been impacted by the effects of Covid 19 and some have struggled emotionally at the end of the last academic year. Social and emotional support is imperative for some children to ensure they are ready to learn and can access the curriculum.
7	Poor experience of play, language development, speaking and listening skills.
8	Some families are hard pressed to fund enrichment activities such as music tuition and trips.
9	Significant issues in the family home and lack of parental involvement resulting, for some children, in limited support for education and significant emotional issues impacting on educational outcomes.

10	Some children eligible for PPG are sometimes late to school or have poor attendance, dropping below 95% which reduces their schools in school, they miss lessons and consequently fall behind.
11	Impact of school closure due to Covid 19 and the resultant 'missed' educational and social opportunities.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>1, 2, 3, 4,5, 7. Improve language skills of pupils eligible for PP funding. Language teaching will develop breadth (vocabulary size) and depth (understanding and use in context).</p> <p>Improved quality interactions between adults and pupils in EYFS, focusing on developing and using new vocabulary, in particular topic vocabulary as stipulated in the new EYFS curriculum. In Key Stage 1 reading and writing is measured using national curriculum and the Year 1 Phonics Screener assessment.</p>	<p>Pupils in Reception reach the expected standard for 'communication and language' and 'literacy.' PP children in Reception class make rapid progress and achieve a good level of development.</p> <p>Effective delivery of Lift off to Language provision in Reception.</p> <p>Early language development results in continued improvements in EYFS outcomes for language and communication.</p> <p>EYFS intervention will include modelling of language during play, this will impact positively on progress in language and communication</p> <p>Pupils make good progress in phonics teaching and learning. Pupils also meet the related expectations in the Year 1 Phonics Screening assessment and by the end of Key Stage 1 measured against age related expectations in reading and writing.</p> <p>Transition following Covid 19 will be effective. Children will settle quickly into Reception and Key Stage 1.</p>

	Impact of Covid 19 school closure is minimised
<p>1, 2, 3, 4, 5, 6,7, 10. Rates of progress for all PP children, particularly for vulnerable and pupils with SEND are maximised and their steps of progress show enhanced rates of progress.</p> <p>Non SEND PP children to make 6 steps progress in reading, writing and maths in line with cohort peers. All SEND PP children to reach their end of year targets in reading, writing and maths.</p>	<p>Excellent awareness and knowledge of each PP child through relationships built with staff, allow targeted support for each child as necessary.</p> <p>Ambitious PP targeting seeking to maximise rates of progress</p> <p>Evidence of successful interventions demonstrating impact on pupil's progress to ensure every effort made to diminish the difference in progress</p> <p>Effective utilisation of data to target intervention precisely and with notable impact</p> <p>Transition and return to school following Covid 19 will be effective, children settle into new year group. Impact of Covid 19 is minimised.</p> <p>Improvements to 'Quality First' teaching impact on rates of progress. 'My Support Plans' shared with PP/ SEND pupils and parents</p> <p>Excellent deployment of support staff to enhance progress</p> <p>Online learning packages and digital technology enhance pupil progress e.g. Purple Mash</p> <p>School tracking will show that PP pupils will make at least expected progress in reading, writing and maths</p> <p>PPG pupils (Non SEND) in Reception make a Good level of Development</p> <p>In Key Stage 1 and 2, pupils eligible for PPG make rapid progress (at least 6 steps) by the end of the year, PP children achieve Year 1 Phonics</p>

	screening check and end of Key Stage expectations
<p>1, 3, 4, 6. Continue to 'diminish the differences' between Non PPG and PPG pupils</p> <p>PP children will achieve their highest potential in Phonics</p>	<p>Individual pupils tracking shows the gap is closing between the small group of learners compared with National data</p> <p>Excellent awareness and knowledge of each PP child through relationships built with staff, allow targeted support for each child as necessary.</p> <p>Ambitious PP targeting seeking to maximise rates of progress</p> <p>Evidence of successful interventions demonstrating impact on pupil's progress to ensure every effort made to diminish the difference in progress</p> <p>Transition and return to school following Covid 19 will be effective, children settle into new year group. Impact of Covid 19 is minimised.</p> <p>Improvements to 'Quality First' teaching impact on rates of progress.</p> <p>Excellent deployment of support staff to enhance progress</p> <p>Y2 pupils access high quality phonics teaching and will complete Phonics screener in Autumn term</p>
<p>2, 5, 6, 9, 10, 11. Ensure that adequate provision is in place for the social and emotional needs for PP pupils, particularly those with SEMH so they make good or better rates of progress and impacts on attainment</p> <p>Children are emotionally secure and literate; wellbeing rates are high.</p>	<p>Fewer behaviour incidents recorded for children who need social and emotional support</p> <p>Impact of interventions and strategies including 'Time to Talk'/ CHUMS and other pastoral interventions, can be seen in readiness to learn and rates of progress and self regulation of emotions</p> <p>Pupil and parent surveys are unreservedly positive about the school's</p>

	<p>provision for the social and emotional needs of PP children.</p> <p>Children and families who are eligible for PP are supported where necessary through our Pastoral team</p> <p>Impact of improved outdoor play provision results in fewer behaviour incidents recorded for children who need social and emotional support</p> <p>Referrals to outside agencies result in positive support and progress for pupils with SEMH</p> <p>Impact of Covid 19 school closure is minimised</p>
<p>5, 7, 8, 9, 10. 11. All pupils access a broad and balanced curriculum including opportunities for disadvantaged children to attend extra -curricular and enrichment activities.</p>	<p>Attendance and observations at clubs and activities show targeted PP pupils enjoy and achieve enriched experiences</p> <p>Support for all disadvantaged children to attend extra- curricular clubs and experiences</p> <p>Impact of lack of access to opportunities due to Covid 19 is minimised.</p>
<p>2, 6, 9, 11 School with work in partnership with parents so that home issues are addressed, This will enable pupils to thrive and access learning. Regular homework supports and consolidates children's learning.</p>	<p>All pupils regularly complete homework tasks impacting positively on pupil's attainment.</p> <p>Excellent awareness and knowledge of each PP child through relationships built with staff, allow targeted support as necessary including resources and equipment for home learning</p> <p>Partnership working with parents so they engage and support their child's learning</p> <p>Impact of Covid 19 school closure is minimised.</p>
<p>10, 11. Increase attendance rates for pupils eligible for PPG. Good or excellent attendance rates measured by percentage of sessions attended.</p>	<p>Increase individual attendance to 95% or more for targeted PP pupils</p>

	<p>Excellent awareness and knowledge of each PP child and their families through relationships built with staff, allow targeted support for each child as necessary.</p> <p>Support for some children to attend clubs, trips, enrichment and 'Wrap around Care' (WAC) experiences to support attendance and personal/ family circumstances</p> <p>Excellent relationships built with families so they are receptive and are able to access other agencies to support their circumstances</p>
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality Teaching for all. Teacher CPD on providing a quality curriculum for all pupils.</p> <p>Investment in staff CPD and resources to develop subject knowledge and skills as linked to SDP</p>	<p>At The Harlington and Sundon Academy Trust, we want all pupils to meet their full learning potential.</p> <p>The EEF states that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the pupil premium to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for pupil premium.</p> <p>Evidence from the EEF toolkit proves that a 'Learning to learn' approach</p>	1,2,4,5,6,7,9,11

	<p>has a high level of impact and creates responsible, resilient learners. This approach is most effective in group setting where pupils can learn from each other and have relevant discussions.</p> <p>It is important that this is a whole school ethos and approach to learning and echoes through our Values education approach to teaching. This underpins our ethos and philosophy.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £5,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve oral and language skills for pupils in Early Years Foundation Stage and Year 1.</p> <p>One to one, paired work/ small group for targeted pupils.</p> <p>Interventions include 'Lift off to Language and 'ELklan' led by Teachers/ Teaching Assistant for 6 week intervention-Small group work.</p> <p>EYFS and Key Stage 1 TA's to provide 1:1 and small group intervention for targeted pupils.</p> <p>Activities will be based</p>	<p>Developing pupils expressive and receptive language skills within a small group setting leads to pupil's improved communication, self-confidence and engagement in their learning and impact positively on their ability to write confidently.</p> <p>EEF toolkit states an effective way to accelerate the progress of pupils is to run small group support with high quality delivery.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading</p>	<p>1, 4, 7</p>

<p>on individual children's needs and will involve practical activities to focus of the development of fine motor skills, maths, phonics and handwriting.</p> <p>Embedded in the EYFS curriculum is a key focus on developing and using new vocabulary in particular topic vocabulary, maximising the verbal communication between staff and children.</p>		
<p>Rates of attainment and progress for all PP children (Years 1 to 4) in reading, writing and maths. High quality delivery of intervention and booster groups.</p> <p>Teachers/ Teaching Assistants provide targeted intervention either 1:1 or small group basis based on PP support plans and pupil targets.</p> <p>Resourcing of this provision</p>	<p>Providing extra support to pupils is a vital tool in raising attainment and sustaining pupil progress.</p> <p>Impact of excellent TA's on behaviour management and support.</p> <p>Impact of feedback on rates of progress.</p> <p>Outcomes for pupils in future years following targeted support identified as part of pupil progress reviews.</p> <p>The EEF toolkit states small group interventions are effective when delivered by highly qualified staff.</p>	<p>1, 2, 3, 4, 5, 7</p>

<p>Emotional support for some PP children to ensure emotional difficulties are addressed and not having a detrimental effect on their academic progress. All children will benefit from a whole school approach to behaviour and well being.</p> <p>Whole school approach to emotional well being to support intrinsic motivation and engagement with learning.</p> <p>Early identification of pupils who need support.</p> <p>Whole staff CPD to share good practice and strategies that can be used in the classroom.</p> <p>Provide continued support and training for staff in regards to children's social and emotional well being- reflection and mindfulness, mediation and yoga.</p> <p>Provide opportunities for Lunchtime/ After school clubs to give pupils opportunity to feel part of a nurtured group and develop</p>	<p>A wide range of evidence finds that a greater level of learning is achieved when pupils are self motivated, self confident and happy and feel safe. Strategies across school will be in place focusing on well being, growth mindset, resilience and self confidence.</p> <p>The EEF toolkit states that social and emotional interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and on attainment. Supporting pupil's emotional development and well being is key to reducing barriers for learning, impacting on attitudes, behaviour and attendance as well as academic progress.</p> <p>NFER suggest children's underlying issues needs to be addressed in order that children can learn. Their emotional well being needs to be well looked after and their self esteem high in order to maximise their readiness to learn.</p>	<p>2, 6, 9, 11</p>
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life skills such as gardening, cooking as well as physical activity to increase energy levels and mental well being.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £325

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased attendance rates and decreased rates of lateness to school.</p> <p>Office staff to monitor children and follow up quickly on absences and lateness and report to SLT.</p> <p>Early identification and response to triggers.</p> <p>Regular liaison with EWO.</p> <p>Good working relationship with school staff and parents so that additional resources can be offered to support our most disadvantaged pupils, eg. Subsidy of trips, clubs and school dinners</p>	<p>Children need to be in school in good time to ensure they get the most out of every session and are ready to learn.</p> <p>Children need to be in the right mind set in order to be ready to learn.</p> <p>Addressing attendance is identified as a key step by the NFER.</p> <p>NFER recognise that schools must take responsibility for helping all pupils succeed by identifying the barriers to learning and putting provision in place to overcome these and review strategies.</p>	5, 10, 11
<p>Varied and enrichment opportunities are offered to PP children who may be</p>	<p>Positive impact on self esteem, happiness, integration and life experiences.</p>	2, 5, 7, 8, 11

<p>disadvantaged in a range of moral, spiritual, social or cultural opportunities and experiences</p> <p>Minimising the economic hardship-meeting pupil's basic needs</p> <p>Contributions to trips (including Year 4 residential) and other extra curricular activities including music and sport</p> <p>To ensure pupils are fully equipped for school and reduce the barriers to attending school</p>	<p>EEF research shows positive benefits; sports participation and arts (+2mnts), metacognition and self regulation (+7months).</p> <p>The NFER recognise that schools must take responsibility for helping all pupils succeed by identifying the barriers to learning and putting provision in place to overcome these and reviewing these strategies.</p> <p>Studies on adventurous and outdoor learning interventions consistently show positive benefits on academic learning. Evidence also suggests impact on non cognitive outcomes such as self confidence and self esteem increase.</p>	
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Total budgeted cost: £6,035

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the attainment and progress of all pupils including disadvantaged pupils was lower than in previous years in key areas of the curriculum. However, disadvantaged children have made good progress compared with their peers and in some cases made accelerated rates of progress. Our assessment of the reasons for these outcomes points primarily to the impact of Covid-19 which disrupted all our subject areas and strategies to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum throughout the periods of partial closure, offering places to all of our disadvantaged pupils in our vulnerable pupil provisions and providing technology and resources to support learning from home if they did not take up the school place or had to self isolate. When pupils returned to school we identified that many children had gaps in their learning and this was heightened for the disadvantaged pupils who had not been in school. We adopted a recovery curriculum in order to close those gaps and used pupil premium funding for targeted interventions where required. Our observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. We ensured that we provided wellbeing support for all pupils. We are building on that approach with the activities detailed in this plan.

Activity	Evidence of Impact
<p>Increasing expressive and receptive language skills and development of communication, emotional and social skills- menu of small group and 1:1 professional support.</p> <p>One to one</p> <p>Paired work/ small group</p>	<p>Teacher feedback, observations and assessment show pupil engagement as well as individual speaking and listening skills have increased as a result of interventions. Improvements in children's speech measured through improvements in ELG strands in CCL.</p> <p>Baseline scores show trend of improvement from entry to exit. Summer data indicates improvements in language development throughout the year.</p>

<p>'Lift off to Language and 'ELklan'' led by Teachers/ Teaching Assistant for 6 week intervention</p> <p>Small group work</p>	<p>Teacher assessment shows 63.6% of pupils achieved Early Learning Goals, with 73% of pupils achieving ELG's in communication.</p>
<p>Increasing learning time and individualising phonic support- menu of small group and 1 to 1 tailored support in KS1</p> <p>Intervention groups</p> <p>One to one teaching</p> <p>Small group work</p> <p>Employing Teaching Assistants to carry out Interventions</p> <p>Resources- phonic</p> <p>Training- RWInc resources</p>	<p>Improvements in reading, writing, spelling and phonics attainment and progress evidenced in analysis of results data.</p> <p>The gap is closing in writing and reading for Pupil premium pupils.</p> <p>The gap is closing in writing and reading for Pupil premium pupils</p> <p>Summer 2021 data indicate PP made good progress and have met their individual targets in core subjects by end of year. Adaptive teaching and learning provision were provided either remotely or to keyworker/ vulnerable children including PP children over school lockdown and periods where children had to self isolate due to Covid 19. Internal data demonstrates PP children working at expected age related expectations by summer 2021.</p> <p>Key Stage 1 end of year data show that in reading, PP cohort made 0.3 steps more progress than non PP children. In writing PP children made a pleasing 1.6 steps more progress than non PP children and in maths 1.5 steps more than non PP children. This indicates that the gap between PP and non PP has closed and PP children have made accelerated progress compared to their peers in the same cohort.</p>
<p>To provide bespoke and targeted 1:1 and small group support to children to Increase learning time and individualising</p>	<p>Improvements in reading, writing- grammar and spellings, and maths attainment seen in progress through data analysis</p>

<p>English and Maths support- menu of 1:1 and small group within Key Stage 1.</p> <p>Intervention groups</p> <p>One to one teaching</p> <p>Small group work</p> <p>Peer tutoring</p> <p>Employing Teaching Assistant to support and carry out interventions</p>	<p>The gap in writing for Pupil premium pupils has narrowed.</p> <p>Spring 2020 data indicate PP making good progress and are on track to meet their individual targets in core subjects by end of year.</p> <p>Adaptive teaching and learning provision was provided either remotely or to keyworker/ vulnerable children including PP children over school lockdown due to Covid 19. Internal data demonstrates 100% of PP children working securely at age related expectations.</p> <p>Key Stage 1 end of year data show that in reading, PP cohort made 0.3 steps more progress than non PP children. In writing PP children made a pleasing 1.6 steps more progress than non PP children and in maths 1.5 steps more than non PP children. This indicates that the gap between PP and non PP has closed and PP children have made accelerated progress compared to their peers in the same cohort.</p>
<p>Minimising the economic hardship-meeting pupils basic needs.</p> <p>To ensure pupils are fully equipped for school and reduce the barriers to attending school.</p> <p>The school helps disadvantaged/ vulnerable families in a number of ways including replacing damaged or worn uniform, equipment required for lessons, providing school meal for KS2 PPG pupils.</p>	<p>Families and pupils ensure they are 'school ready' with support from school with the necessary uniform and equipment . PP Pupils participate in all aspects of school life so they can fully access the whole curriculum.</p> <p>Families and PP children had regular check in sessions in school or virtually (zoom) sessions by class teachers and SEND team ensuring children could access remote education activities and FSM vouchers for families throughout spring and summer term.</p>

<p>Weekly pastoral support time to provide 'nurture style' sessions.</p> <p>The school provides pastoral support to disadvantaged/ vulnerable children and families.</p>	<p>Half termly progress checks during inclusion meetings show that children are happy, feel safe and supported and ready to learn. Disadvantaged and vulnerable pupils have increased confidence, self esteem and can interact with other adults and children in school in all aspects of school life.</p> <p>'Nurture' support, Talk time interventions provided throughout the year so pupils have felt safe and secure. Teacher feedback report vulnerable pupils feel confident and are engaged in their learning.</p> <p>Through lockdown and periods of social isolation Pupil Premium families had 'Keeping in touch' calls to PP pupils and families to continue to support children's emotional and social development throughout lockdown.</p>
<p>Extending PPG and PPG More able pupils- To provide bespoke and targeted 1:1 and small group support and interventions to children to increase learning time, diminish the difference and provide further challenge for KS2.</p> <p>Intervention groups</p> <p>One to one teaching</p> <p>Small group work</p> <p>Peer tutoring</p> <p>Employing Teaching Assistant to support and carry out interventions.</p>	<p>Progress tracking shows that by Year 4, good progress had been made towards PP pupils individual targets in reading, writing- grammar and spellings, and maths attainment.</p> <p>Summer 2021 internal data indicate PP pupils achieved end of Year targets in core subjects.</p>
<p>Extending PPG and PPG More able pupils- increasing targeted access to extra-curricular focused arts/ music, sports clubs enrichment.</p>	<p>Due to restrictions of Covid19, external trips were not carried out. However. in school PPG children involved in a range of enrichment activities including virtual</p>

	<p>sports festivals, science workshop and zoom theatre visits.</p> <p>100% of PP children were involved in these enrichment activities throughout the year and teachers report they enjoyed and achieved throughout a range of experiences.</p>
<p>Purchase of resources for interventions</p> <p>Provision of suitable resources- Maths, phonics, theraplay- these included practical resources as well as online software packages to promote pupil learning</p>	<p>Improvements in reading, writing, spelling and phonics and maths attainment and progress evidenced in analysis of results data.</p> <p>Children are confident in school and show improved social and emotional skills.</p> <p>Online education packages have proved invaluable in the delivery of remote education in the delivery of the curriculum in school. Participation of remote school provision and online software including Purple Mash and Reading Eggs has contributed to pupils' attainment.</p> <p>During lockdown, vulnerable pupils including PP pupils not in school were supported through pastoral keeping in touch calls and virtual zoom sessions personalised to support individuals meet their needs.</p>

Externally provided programmes

Programme	Provider
Raising the Attainment of Disadvantaged Young People (RADY)	Challenging Education

Further information

Key priorities for our School development plan are focused on continuing our recovery journey from the impact of Covid19 pandemic on children's learning.

Our Academy key priorities involve driving continuity, recovery and continuous improvement through effective leadership and governance. Continuing to close pupil's attainment gaps following interruptions to learning due to lockdown or social isolation is our key driver. We are particularly focused on closing the attainment gap for disadvantaged and vulnerable learners. Although we only have a small percentage of children eligible for PP funding grant, we recognise that many children and families are part of concurrent groups and have many vulnerabilities and also have been adversely affected by the impact of Covid19. With this in mind, we are involved in Raising the Attainment for Disadvantaged Young people (RADY) project. This is a whole school project across both schools within our Academy Trust, which we are excited to be part of. Our RADY Champion is an experienced member of our Senior Leadership team and will lead on this strategy with all staff involved in CPD, interventions and developing their knowledge, skills and understanding how we can make a difference to the lives of disadvantaged and vulnerable learners. We aim to promote and embed a culture of equity throughout the Academy Trust and offer a personalised approach ensuring equity and so that gaps and barriers to learning are quickly identified and provision put in put to narrow and close attainment and accelerate rapid progress in all aspects of school life both academically and pastorally on developing happy, emotionally healthy children. Senior leaders and Trustees feel this investment is essential to helping with our recovery journey. The cost of this project will be from our dedicated school budget.

Measuring the Impact of PPG spending. The school's evaluation of its own performance is rigorous. We will evaluate the impact of each pupil at the end of Autumn, Spring and Summer terms. Evaluation focuses on academic achievement and self esteem as a result of intervention, On going tracking and monitoring by the Senior Leadership Team and Teachers ensures any dips are quickly identified and will put in place the appropriate strategies and interventions to promote improvement.