

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	Lime Academy Abbotsmede
Number of pupils in school	388 (171)
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 2021
Date on which it will be reviewed	Ongoing throughout academic year. First review – July 2022 Final review – July 2023
Statement authorised by	Lee Dobson
Pupil premium lead	Rhys Maddox
Governor / Trustee lead	Scott Warren

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£229,995
Recovery premium funding allocation this academic year	£24,795
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,000
School Led	£19,237.50
Total budget for this academic year	£284,027

Part A: Pupil premium strategy plan

Statement of intent

At Lime Academy Abbotsmede, our vision is summed up in our mission, which is; *'Unlock your potential, open the door to the world'*.

At Lime Academy Abbotsmede we aim for excellence as a standard both academically and personally. Our broad and balanced curriculum combines a structured and consistent approach used to teach the core subjects with creative links to foundation subjects. Vocabulary and Reading are at the centre of our curriculum and are recognised, by all, as the vital components to pupils maximising their potential. High aspirations are evident throughout our school and pupils are exposed to a variety of opportunities to develop their future, through engaging experiences and purposeful visits, providing lifelong memories. Passionately, we believe that the circumstances of birth should not be the key determining factor in success in life and we are very proud of the achievements of all children, regardless of their socio – economic, ethnic or gender status.

Our ultimate objectives for our disadvantaged pupils are to close the gap in learning by providing valuable learning opportunities both within the school and beyond.

A high-quality, diverse and knowledge rich curriculum is central to academic achievement, with well-planned and thought out experience days, providing vital hooks to learning along with educational visits to enhance cultural capital.

Our current pupil premium strategy works towards achieving the objectives above by developing staff at all levels through high-quality CPD and coaching, ensuring an effective teacher is at the front of every class and is reinforced by skilled support staff.

Investment in catch up is crucial as we come out of the pandemic, including; group intervention, 1:1 targeted support and online intervention. Technology and outdoor learning will also be invested heavily in as the school moves towards having 1:1 iPads and developing the Forest School project.

In terms of wider strategies, there will be significant investment in attendance to ensure pupils are in school and learning. Support will be put in place for emotional well-being as this has been an area that has been impacted heavily throughout the pandemic.

Challenges

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

Challenge number	Detail of challenge
1	Rise in domestic violence throughout the pandemic
2	Rise in poverty – increase in foodbank vouchers
3	Lack of parental support throughout the pandemic
4	Lack of support from external agencies and reduced services
5	Language barrier of parents and pupils providing challenges at an educational level and also when it comes to providing external support e.g. Early Help process.
6	Opportunities beyond the local environment and low aspirations of pupils and parents
7	Cultural understanding around importance of school
8	Language barrier on entry to school
9	Lack of prior education experience when joining the setting
10	Mental health of parents, pupils and staff
11	Gaps widened due to the pandemic

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
To Improve results at Key milestones	<ul style="list-style-type: none"> Results at key milestones are in line with National expectations. Trajectory of results is showing an upward trend. Gaps narrowing between vulnerable groups.
To Improve attendance across all year groups	<ul style="list-style-type: none"> Attendance is at or above the national average PA is decreasing year on year
To improve parental engagement	<ul style="list-style-type: none"> Attendance at parent's evenings is showing a year-on-year improvement Attendance at parent workshops is showing a year-on-year improvement Parental engagement is positively impacting pupil progress and attainment

<p>To ensure quality of teaching and learning is improving</p>	<ul style="list-style-type: none"> • Monitoring of teaching and learning shows continual improvement. • Leaders at all levels provide support to move teaching and learning forward and drive standards.
<p>To develop assessment strategies</p>	<ul style="list-style-type: none"> • All staff have a secure knowledge of assessment strategies to ensure progress of all pupils. • Formative assessment techniques are developed through CPD and coaching. • Assessment is used effectively to inform teach judgements and to plan next steps for pupils. • Comparative Judgement is used as a tool to moderate writing across the school and the Trust.
<p>To improve reading across the whole school.</p>	<ul style="list-style-type: none"> • Reading is a continual focus across the school for all pupils. • Phonics delivery and intervention has a positive impact on pupils and their early reading. • Reading fluency strategies are explicitly taught and pupils get regular opportunities to practice their reading fluency. • Pupils are exposed to a wide variety of texts. • The school library continues to be developed, with a focus on reading genres. • Pupils are able to confidently discuss reading genres.
<p>To expose all pupils to a rich range of vocabulary across the whole curriculum</p>	<ul style="list-style-type: none"> • Language is developed across all age ranges and throughout all subjects. • Word Aware and Concept Cat are developed throughout the school. • Vocabulary development has a positive impact on spelling, reading, writing and speaking and listening. • Exposure to rich vocabulary ensures the gap is closed between PP and non-PP pupils.
<p>To improve learning behaviour across the school.</p>	<ul style="list-style-type: none"> • CPD is delivered around the Connected Communities project and awareness of childhood trauma is raised amongst all staff.

	<ul style="list-style-type: none"> • Explicit teaching of behaviour ensures pupils have clarity around expectations. • A calm, consistent learning environment ensures pupils fulfil academic expectations. • Anti-bullying Ambassadors are trained as Peer Defenders to support pupils at break and lunchtime.
<p>To enhance experiences, both within and beyond the classroom, to develop aspirations</p>	<ul style="list-style-type: none"> • School passports to be developed and purchased in order to widen experiences in the classroom and beyond. • Development of Forest Schools to provide more opportunities for outdoor learning. • Recruitment of a Community Engagement Officer and a Sports Coach to provide wider opportunities for support, interventions and clubs within school and beyond the school day. • Enhanced technology available to develop collaborative learning opportunities

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: £122,013

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved quality first teaching – CPD around curriculum delivery and development of metacognition and self-regulation	<p>Evidence shows that teaching strategies to help plan, monitor and evaluate specific aspects of learning can be effective.</p> <p>Develop:</p> <ul style="list-style-type: none"> • Think out loud strategies • Silent teaching approach • Questioning • Modelling 	5, 6, 9, 11
iPads for children and training for staff members	<p>Evidence shows collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment.</p> <p>Implementation of technology will support with:</p> <ul style="list-style-type: none"> • Developing speaking and listening. • Raising attainment • Developing key vocabulary • Developing home learning in the event of another Covid-19 outbreak 	3, 8, 9, 11

	<ul style="list-style-type: none"> • Staff CPD to maximise effective use of iPads 	
Developing feedback and moderation	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p>	9, 11
Additional support in Early Years	<p>Evidence shows, on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>Additional support in Early Years will include:</p> <ul style="list-style-type: none"> • Increased progress and attainment of targeted pupils resulting in increased GLD outcomes • Provide early intervention • Develop basic literacy and numeracy skills • Individualising support • Development of early language and building friendships 	5, 8, 11
Building capacity and upskilling staff members	<p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>Building capacity and upskilling staff members will include:</p> <ul style="list-style-type: none"> • Training opportunities for all staff members. • MDAs trained to support in class and target pupils for catch up support. • Targeted phonics and reading. 	6, 8, 11

Recruitment and retention	<ul style="list-style-type: none"> • High quality CPD for staff • Website photography • Increasing pupil numbers in Nursery • Recruitment of new staff members • Admissions being completed 'in house' 	5, 6, 7, 8
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £85,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition	<p>Evidence shows that small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>The desired effects of small group tuition will include:</p> <ul style="list-style-type: none"> • Maximising learning time through after school provision • Raising attainment and progress • Closing the gap following Covid-19 pandemic • Developing of English and Maths through gap analysis, addressing misconceptions and SATs revision 	3, 5, 8, 9, 11
Targeted phonics reading support	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	5, 8, 11

	<p>Targeted phonics reading support will include:</p> <ul style="list-style-type: none"> • All children assessed and reading accurately levelled books results in improved progress in reading fluency • Children having access to a wide range of books at their level, so children are more engaged in reading and enjoy books they are reading at home • Targeted reading and phonics interventions for children not meeting expected standard improves progress of these children and closes the gap • Lexia intervention 	
3 teacher model in key year groups to reduce class sizes	<p>Evidence shows that reducing class size has a small positive impact of +2 month, on average.</p> <ul style="list-style-type: none"> • Smaller groups for targeted teaching which improves outcomes for all children • Raising attainment so more children achieve combined at end of KS2 	3, 5, 8, 9, 11

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £77,004

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support delivered by a variety of stake holders	Evidence shows parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how	1, 2, 3, 4, 5, 7, 10

	<p>to engage with all parents to avoid widening attainment gaps.</p> <ul style="list-style-type: none"> • Supporting families with a wide range of difficulties including: additional meetings, referrals for early help and targeted parent workshops • Improve school-parent relationships • Improve attendance • Access to computers and internet to support with year 7 applications • Target families for workshops to support learning 	
Behavioural and well-being support	<p>Evidence shows both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p>The school will seek to:</p> <ul style="list-style-type: none"> • Support for vulnerable pupils that have not been in school due to the Covid-19 pandemic. • Improving the well-being of pupils and therefore improving learning outcomes 	1, 2, 3, 4, 5
Local Authority attendance officer and School Attendance Officer	<p>Ensuring pupils are in school and attending regularly will have a positive impact on both learning and pupil well-being.</p> <ul style="list-style-type: none"> • Targeting/supporting families to result in improved attendance and 	5, 6, 7, 11

	<p>punctuality for pupils to improve progress and attainment</p> <ul style="list-style-type: none"> • Reduction of persistent absence in order to improve progress and attainment • Development of attendance officer role including support and training 	
<p>Parental involvement including: Reading workshops for every year group and targeted groups of children.</p>	<p>Evidence shows parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <ul style="list-style-type: none"> • To support home reading • Support parents in helping children read at home • Improving parent school relationships • Developing oracy and talk • Improving pre-phonics skills in young children • Engaging children in reading daily with school competitions Opportunities for parents to be involved in their child's learning. • Parental workshops to share vital information. • Parents have improved confidence to support their children at home. 	3, 5, 7, 8, 9, 11
<p>Subsidised breakfast and after School clubs</p>	<p>Evidence shows that arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p>	2, 6, 7, 11

	<p>The school providing subsidised clubs will ensure the following:</p> <ul style="list-style-type: none"> • Pupils have a good start to the day with a healthy breakfast • Pupils take part in a range of enrichment activities • Improving attendance and punctuality • Supporting working parents • Increased self confidence • Improved teamwork, collaborative and social skills • Extending experiences offered to vulnerable children • Learning new skills. • Purchasing of board games to improve social skills – cultural traditions – British Values. 	
<p>Subsidised trips and extra-curricular experiences</p>	<p>Evidence shows that arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>The school providing subsidised aspirational experiences will provide pupils with:</p> <ul style="list-style-type: none"> • Increased self confidence • Greater independence • Improved teamwork, collaborative and improved social skills • Extending experiences offered to vulnerable pupils • Improving knowledge and understanding of the world • Deepening school learning • Links to local area. 	<p>2, 6, 7, 11</p>

	<ul style="list-style-type: none"> • Links made with new curriculum offer 	
KS1 outdoor area	<p>The Development of the KS1 outdoor area will support transition from EYFS to KS1.</p> <ul style="list-style-type: none"> • A high number of pupils that may have been affected by the COVID-19 pandemic and not accessed learning may need the outdoor provision to support learning. 	6, 10, 11
Forest Schools	<p>The current evidence base on outdoor adventure and academic outcomes is very weak. While the studies that do exist show positive impacts, the limited evidence base means that an impact in months progress is not communicated. Despite this, as a school we believe the development of Forest Schools and outdoor learning will have a positive impact on the pupils and their language development.</p> <ul style="list-style-type: none"> • Development of Forest Schools • Staff trained as Forest School leaders. • Development of outdoor environment to improve teaching and learning experiences 	6, 10, 11

Total budgeted cost: £284,027

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Over the last academic year, the school continued ongoing pupil assessment, both formative and summative, despite the impact of the COVID-19 pandemic. Termly NTS assessments in Years 1 to 5 and KS2 SATs past papers were used to inform teacher assessment at the end of the academic year and progress was evident.

Pupil premium funding, along with COVID catch up funding was planned for and spent carefully to support our most vulnerable pupils and ensure a positive impact on the school community.

Reading is a high priority due to the high percentage of EAL pupils, deprivation and language gap on entry to school. Funding has been spent on targeted reading support, bedtime books and a brand-new school library. All children have access to a wide range of colour level books to take home. The new library has been stocked with books set out in genres. Improved progress has been evident at the end of KS2, with teacher assessment showing improvements in pupils achieving expected standard and greater depth. Internal and external monitoring have recognised the drive and improvement in the teaching of reading.

The school has invested heavily in technology to support children. One to one iPads have been purchased in Year 5 and 6. All staff have received iPad training and technology is now integrated into the year groups above. The impact has been clear in terms of engagement, behaviour for learning and outcomes.

Further investment has been put into extra-curricular experiences, outdoor learning and aspirations beyond the classroom. A forest school area has been developed and our

Nursery teacher has completed the training and started leading a club. Plans are in place to roll out teaching and learning outside of the classroom in the designated area.

For a further breakdown of the individual strategy statements, see the table below.

Area of expenditure	Spend	Predicted impact	Summative impact (to be completed September 2021)
Teaching			
iPads for children and training for staff members	£20,000	<ul style="list-style-type: none"> Developing speaking and listening. Raising attainment Developing key vocabulary Developing home learning in the event of another Covid-19 outbreak Staff CPD to maximise effective use of iPads 	<ul style="list-style-type: none"> 60 iPads purchased for pupils in Y5. Y5 have got to the point where they are now paperless. Improved teaching and learning. Improved engagement Improved behaviour for learning. All staff have had iPad training from Apple. Some staff members have become Apple Teachers. Apple project plans in place for the next academic year.
Developing feedback	£5,000	<p>Reduction of staff workload including:</p> <ul style="list-style-type: none"> Developing feedback Reducing marking Training Comparative judgement writing <p>CPD to support implementation of feedback strategy and policy across school.</p>	<ul style="list-style-type: none"> New Feedback policy has been written by SLT and SLG. Workload has been reduced. Feedback is more purposeful. <p>*Comparative judgement has not been launched due to pandemic. This has</p>

			been agreed in assessment forum to be rolled out in the next academic year.
Targeted reading support	£10,000	<ul style="list-style-type: none"> • All children assessed and reading accurately levelled books results in improved progress in reading fluency • Children have access to a wide range of books at their level so children are more engaged in reading and enjoy books they are reading at home • Targeted reading and phonics interventions for children not meeting expected standard improves progress of these children and closes the gap • Lexia intervention 	<ul style="list-style-type: none"> • All children have access to a wide range of colour level books to take home. • New library has been stocked with books set out in genres. • Continued progress in reading seen in Y6 based on estimated figures. • Phonics tutoring used for targeted children in Rec, KS1 and KS2 which improved children's confidence in applying phonics. • Phonics tutoring has been delivered throughout lockdown using the School Cloud Online system.
Additional support in Early Years	£12,000	<ul style="list-style-type: none"> • Increased progress and attainment of targeted pupils resulting in increased GLD outcomes • Provide early intervention • Develop basic literacy and numeracy skills • Individualising support • Development of early language and building friendships 	<ul style="list-style-type: none"> • Progress and attainment has been evident in EYFS despite National lockdown. • Despite the pandemic, 51% of children were estimated to have achieved GLD. • NELI training has taken place and EYPs have been delivering the intervention which has had a positive impact on vocabulary. • All pupils that took part in the NELI intervention made at least

			<p>one age band of progress.</p> <ul style="list-style-type: none"> • Word Aware and Concept Cat strategies have been used to develop vocabulary. • Targeted phonics groups have ensured a high percentage of pupils have remained on track throughout the academic year. • Lead teacher for Maths is teaching in EYFS and has taken part in the Mastery Readiness Programme ensuring basic number has been developed.
Recruitment and retention	£10,000	<ul style="list-style-type: none"> • High quality CPD for staff • Promotional videos for Nursery and school. • Increasing pupil numbers in Nursery • Recruitment of new staff members • Admissions being completed 'in house' 	<ul style="list-style-type: none"> • Promotional video is on the school website. • Higher percentage of applicants for all positions advertised. • All applicants have commented on the promotional video and the ethos of the school. • In house admissions have been managed well and the school has seen a steady increase in the number on roll over the course of the year. • Nursery applications have increased over the academic year.
Targeted Academic Support			
Booster for key year groups e.g Tutor and booster groups, Online tuition,	£30,000	<ul style="list-style-type: none"> • Maximise learning time through after school provision • Raise attainment and progress 	<ul style="list-style-type: none"> • Positive impact, however Y6 pupils did not take their SATs due to COVID-19.

Revision books, breakfast for Y6 SATs and Lexia		<ul style="list-style-type: none"> • Close the gap following Covid-19 crisis • Development of English and Maths through gap analysis, addressing misconceptions and SATs revision 	<ul style="list-style-type: none"> • Teacher assessment has shown positive results despite the National Lockdown.
3 teacher model in Year 2 and 6	£20,000	<ul style="list-style-type: none"> • Smaller groups for targeted teaching which improves outcomes for all children • Raising attainment so more children achieve combined at end of KS2 	<ul style="list-style-type: none"> • Positive impact, however Y2 and Y6 pupils did not take their SATs due to COVID-19. • Teacher assessment has shown positive results despite the National Lockdown. • Fluidity of groups and continual progress meetings meant pupils were able to perform to their highest ability.
Additional Needs Group	£5,000	<ul style="list-style-type: none"> • To support children with Special Educational Need • To improve the learning experience for pupils that are unable to access learning in their classroom environment • Increased confidence, more positive attitude towards learning 	<ul style="list-style-type: none"> • Nurture room set up and resourced to ensure high need SEN pupils with an EHCP are able to access learning and resources at their level. • Staff have had training in Attention Autism and Sensory Stories to support pupil learning. • Sensory room set up and resourced as a space for pupils to access learning at their level.
Family support delivered by a variety of stake holders	£20,000	<ul style="list-style-type: none"> • Supporting families with a wide range of difficulties including: additional meetings, referrals for early help and targeted parent workshops • Improve school-parent relationships • Improve attendance 	<ul style="list-style-type: none"> • Trust Community Engagement Officer working at school one day a week, providing support for vulnerable children and families. • Positive relationships have been formed and

		<ul style="list-style-type: none"> • Access to computers and internet to support with year 7 applications • Target families for workshops to support learning 	<p>the early help process has been utilised.</p> <ul style="list-style-type: none"> • 96% of year 6 children had a secondary school place. • Attendance was at National prior to the January National Lock-down. Attendance has continued to be positive since returning to school in March.
Behavioural and well-being support	£10,000	<ul style="list-style-type: none"> • Increased number of pupils who are just below the CSC threshold which then falls at school level. • Support for vulnerable pupils that have not been in school due to the Covid-19 pandemic. • Improving the well-being of pupils and therefore improving learning outcomes • Yoga for kids – after school club 	<ul style="list-style-type: none"> • Worry boxes implemented across the school. • Outdoor environments and equipment have improved pupil well-being. • Book of beasties intervention being led by Community Engagement Officer. • Connected Communities training undertaken by SENCo and PSHE Leader, identifying early childhood trauma. This project will take place in the next academic year.
Wider strategies			
Local Authority attendance officer and School Attendance Officer	£40,000	<ul style="list-style-type: none"> • Targeting/supporting families to result in improved attendance and punctuality in order for pupils to improve progress and attainment • Reduction of persistent absence in order to improve progress and attainment 	<ul style="list-style-type: none"> • Attendance was at National prior to the January National Lock-down. Attendance has continued to be positive since returning to school in March. • LA attendance officer bought in to support

		<ul style="list-style-type: none"> • Development of attendance officer role including support and training 	school attendance officer.
Subsidised trips	£10,000	<ul style="list-style-type: none"> • Increased self confidence • Greater independence • Better team working, collaborative and improved social skills • Extending experiences offered to vulnerable pupils • Improving knowledge and understanding of the world • Deepening school learning • Links to local area. • Links made with new curriculum offer 	<ul style="list-style-type: none"> • Trips were minimised due to COVID-19. • Trips that were able to go ahead either side of the lockdown, were linked to curriculum and had a positive impact on work in class.
Year 6 residential subsidised payments	£2000	<ul style="list-style-type: none"> • Increased self confidence • Better team working collaborative and improved social skills • Extending experiences offered to vulnerable children 	<ul style="list-style-type: none"> • Year 6 residential was unable to go ahead due to COVID restrictions, however a one day visit to the centre took place in June 2021. • This was a really positive experience for all of the Year 6 pupils that attended. • The day trip had a positive impact on pupil attitudes, which was visible in their academic and social behaviours.
Reading workshops for every year group and targeted groups of children and free books	£1,000	<ul style="list-style-type: none"> • To support home reading • Support parents in helping children read at home • Improving parent school relationships • Developing oracy and talk • Improving pre-phonics skills in young children • Engaging children in reading daily with school competitions 	<ul style="list-style-type: none"> • Bedtime books purchased for children to take home weekly to share with parents. Children and parents are engaging with the books. • Children talk more confidently about books using vocabulary learnt from word aware programme

			<ul style="list-style-type: none"> Some reading workshops delivered but further ones cancelled due to COVID-19.
Subsidised after School clubs	£4,000	<ul style="list-style-type: none"> Increased self confidence Better team working collaborative and improved social skills Extending experiences offered to vulnerable children Learning new skills. Purchasing of board games to improve social skills – cultural traditions – British Values. 	<ul style="list-style-type: none"> Wider range of after school clubs on offer after the National Lockdown. Clubs were planned to develop academic attainment and social skills. Clubs on offer range from board games to reading for enjoyment, along with sport and singing.
Extra curricular experiences – <i>Voice in a Million</i> , School pantomime	£5,000	<ul style="list-style-type: none"> Children have exposure to new experiences to develop their cultural capital. 	<ul style="list-style-type: none"> School pantomime at Christmas had to be virtual due to COVID-19, however it was exciting and engaging. This incorporated British Values through exposure to cultural traditions. Voice in a Million was prepared for however it was unable to go ahead due to COVID-19
Subsidised breakfast club	£5,000	<ul style="list-style-type: none"> Improving attendance and punctuality Supporting working parents Improves social skills Pupils have a good start to the day with a healthy breakfast Pupils take part in a range of enrichment activities 	<ul style="list-style-type: none"> Attendance remained consistent up until COVID-19 lockdown. Numbers using breakfast club have increased. Pupil voice is positive and demonstrates enjoyment.
School Library	£10,000	<ul style="list-style-type: none"> Development of library to promote reading widely and often Shared space for pupils to develop a further love of reading 	<ul style="list-style-type: none"> A brand new library was installed during the February half term of 2021.

			<ul style="list-style-type: none"> The books have been placed in genres so that pupils are able to discuss these with confidence. The library is timetabled for all year groups.
KS1 outdoor area	£10,000	<ul style="list-style-type: none"> Development of outdoor area to support transition from EYFS to KS1. A high number of pupils that may have been effected by the COVID-19 pandemic and not accessed learning may need the outdoor provision to support learning. 	<ul style="list-style-type: none"> Due to COVID-19 restrictions, this area has not been developed during this academic year, however it is in our plans for development over the summer holidays.
Forest Schools	£5,000	<ul style="list-style-type: none"> Development of Forest Schools Staff trained as Forest School leaders. Development of outdoor environment to improve teaching and learning experiences 	<ul style="list-style-type: none"> Nursery teacher has completed first stages of Forest school training. School has worked with a Headteacher from outside of the Trust to develop an action plan. Forest School area has been identified. Shelter has been purchased and built. Plans in place for outdoor learning to begin in the next academic year.
Fruit/Milk	Free plus enhanced provision £3030	<ul style="list-style-type: none"> Removing hunger as a barrier to learning Pupils have access to healthy food and drink 	<ul style="list-style-type: none"> Children were more engaged in lessons as their basic needs were met. Breakfast provided to those children who arrived having not eaten.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Maths 1:1 tuition	Third Space Maths
Reading catch-up	Lexia UK
Read Write Inc	Ruth Miskin/Oxford Owl
CAT4 assessments	GL Assessment
Nuffield Early Language Intervention	Nuffield Foundation
British Picture Vocabulary Scale	GL Assessment
Comparative Judgement	No More Marking