



Pupil Premium Plan (including 'Recovery/Catch Up') 2021 - 2023 (2 year plan)

YEAR 2 - 22/23

School overview

Detail	Data
School name	Rushmere Hall Primary School
Number of pupils in school	548
Proportion (%) of pupil premium eligible pupils	18% (98/548)
Academic year/years that our current pupil premium strategy plan covers	2021 - 2023 (2 Years) <u>Currently YEAR 2</u>
Date this statement was published	September 2021
Date on which it will be reviewed	✓ December 2021 ✓ March 2022 ✓ September 2022 – December 2023
Statement authorised by	
Pupil premium lead	Richard Smith
Governor / Trustee lead	Tbc

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,382
Recovery premium funding allocation this academic year	tbc
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total of pupil premium and recovery premium	£153,382
Total budget for this academic year	£153,382

Part A: Pupil premium strategy plan

Statement of intent

Whilst the Pupil Premium funding is generated based on the number of children within the school who receive Free School Meals, for us at Rushmere we believe that **all children should receive the best support and provision** from our school. **Any child** who is vulnerable either in regards to performance, socially or from a family perspective needs to be supported by the school regardless of whether they receive Free School Meals or not.

Strategies that we use across the school support **all of our vulnerable learners**. Our strategies are rooted in good, honest, quality teaching practice and build on the high quality relationships that already exist between the pupils and the staff within the school. The biggest strategy has to be the focus on the Quality of Teaching. We have very few support staff due to the school's finances and so 'people power' is not on our side. This means the provision our teachers provide in class has to be the absolute best quality. We are proud of the levels of care we provide the children. This strategy maps out what we do and what we hope to achieve.

This year we have made close links between the School Improvement Plan (SiP) and the PP & Catch Up Plan. This will increase the likelihood of success of the plan whilst most importantly ensure that we remain focused on improving the outcomes for disadvantaged children within the school.

Challenges

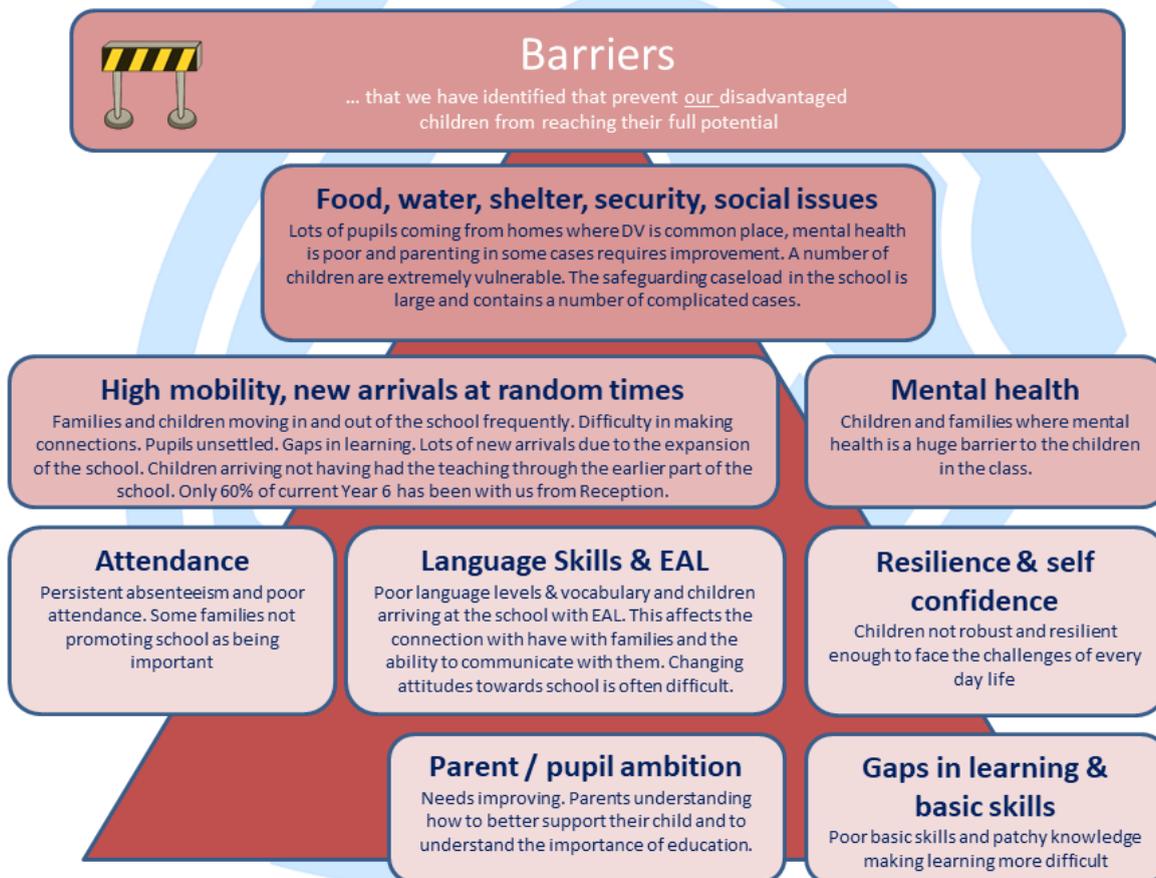
This details the specific challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Children not achieving / securing the basic skills (Handwriting, Spelling, Language / vocabulary, early reading) in Reception, Year 1 and Year 2
2	Children not achieving the expected standard in writing by the time they reach year 6.
3	High numbers of persistent absentees
4	Increase in the number of children requiring nurture, mental health / Thrive support.
5	Greater gaps identified amongst disadvantaged pupils created by the pandemic
6	Children in underperforming year group (year 3) have been heavily impacted by the lockdowns.
7	Lack of vocabulary, experiences and chances to develop an interest and excitement in learning.

General Barriers

This details the general challenges / barriers to achievement that we have identified among the disadvantaged pupils in this school.

Pupil Premium at Rushmere Hall



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>To improve the outcomes in writing through accurate planning, pitching and lesson sequencing AND through effective formative assessment within the lessons.</p> <p>SiP Priority 1 (21/22) PP Challenge 1,2,5</p>	<p>Short Term: (end of autumn term) <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> Children identified at risk of not achieving the expected standard will be provided with additional catch up intervention / support <p>Medium Term: <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> Children identified at risk of not achieving the expected standard will be provided with additional catch up intervention / support or 1:1 tuition <p>Long Term: <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> 85% children meet the expected writing standard for their year group. The % of PP children achieving expected is no less than 5% different from non PP.
<p>To improve the teaching of basic skills using instructional teaching (Spelling, Handwriting, Vocabulary, early reading)</p> <p>SiP Priority 2 (21/22) PP Challenge 1,2,5</p>	<p>Short Term: <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> Children identified at risk of not achieving the expected standard will be provided with additional catch up intervention / support <p>Medium Term: <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> Children identified at risk of not achieving the expected standard will be provided with additional catch up intervention / support or 1:1 tuition. <p>Long Term: <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> 85% children meet the expected handwriting and spelling standard for their year group. The % of PP children achieving expected is no less than 5% different from non PP.
<p>To ensure at least 90% of pupils pass the phonics assessment (Year 1 June)</p> <p>PP Challenge 1, 5</p>	<p>Short Term:</p> <ul style="list-style-type: none"> Teaching staff delivering quality phonics sessions to correctly pitched groups. Cycle and structure set up where children are closely monitored and a clear plan of action for the year is in place. Children identified at risk of not achieving the expected standard will be provided with additional catch up intervention / support <p>YEAR 2 only (Dec 21) This target has been met. All Year 1 phonics now takes place in June.</p> <ul style="list-style-type: none"> 90% children meet the expected phonics standard for their year group (including specialist units) The % of PP children achieving expected is no less than 5% different from non PP. The % of boys achieving expected is no less than 5% different from girls. <p>Medium Term:</p> <ul style="list-style-type: none"> Children identified at risk of not achieving the expected standard will be provided with additional catch up intervention / support or 1:1 tuition.

	<p>Long Term:</p> <ul style="list-style-type: none"> ● 90% children meet the expected phonics standard for their year group (including specialist units) ● The % of PP children achieving expected is no less than 5% different from non PP. ● The % of boys achieving expected is no less than 5% different from girls.
<p>To ensure current Year 3 close the gap between where they are and where they should be.</p> <p>To use pre-teaching to maximise progress in lessons.</p> <p>PP Challenge 1, 5, 6</p>	<p>Short Term:</p> <ul style="list-style-type: none"> ● Teaching staff would have completed a full analysis of the children's gaps, their expected progress point and set targets for the year group to achieve 75% expected. ● Teachers have made adaptations to plans, timetables and curriculum areas to maximise the opportunities to secure expected standards for year 3. ● Pre-teaching ensures that full lessons are maximised and less time is spent going back to previous learning. Pre teaching happens at the start of new maths units, prior to writing outcome lessons. ● Children identified at risk of not achieving the expected standard will be provided with additional catch up intervention / support or 1:1 tuition. <p>Medium Term:</p> <ul style="list-style-type: none"> ● Teachers are continuing to revisit the data, find the gaps and close the gaps. Teachers are using precise interventions to make sure the learning sticks and progress is maximised. ● Children identified at risk of not achieving the expected standard will be provided with additional catch up intervention / support or 1:1 tuition. <p>Long Term:</p> <ul style="list-style-type: none"> ● All children will AT LEAST have made the required progress from their reception result e.g EXPECTED to EXPECTED, GREATER DEPTH to GREATER DEPTH. ● The % of children achieving expected or greater will reach the 75% mark which is 15% higher than their reception result. ● The % of PP children achieving expected is no less than 5% different from non PP. ● The % of boys achieving expected is no less than 5% different from girls.

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 (CPD, recruitment and retention)

Budgeted cost: £141,183

Activity	Evidence that supports this approach	Challenge number(s) addressed
Volunteer recruitment and training programme (inc. DBS checks etc)	Second year of roll out To bolster reading practice and maths skill practice across the school, we are launching our volunteer recruitment. The volunteers will complete all checks before receiving training from school staff to deliver additional reading / maths support across the afternoons.	5, 4, 6
EAL Teaching Assistant	Continuation from previous plan The school has seen strong evidence of the impact that this staff member is able to have with EAL pupils. EAL pupils' attendance has increased and links between school and families are strong than they have been previously.	1, 5, 6
SPECIALIST ROLES	Second year of roll out	1,2,3
1. Dyslexia Teaching Assistant	✓ EEF - One To One Tuition ✓ EEF - Teaching Assistant Interventions	
2. ASD Specialist Teaching Assistant	These three new roles enable the school to address the growing challenges of children who receive CISS plans (ASD) or show signs of dyslexia. These programmes are overseen by professionals who monitor the children's programme and make adjustments to the materials delivered by school staff. The adults also liaise directly with the class teachers ensuring that strategies are embedded within the classroom too.	
3. Speech and Language Teaching Assistant & Independent Speech Therapist		
Inclusion Support Workers	Continuation from previous plan ✓ EEF - Social and Emotional Learning ✓ EEF - Behaviour Interventions The Thrive programme is nationally recognised and within the trust is widely used. One school has achieved awards for its Thrive implementation and this school has seen the impact that Thrive has within the school. Inclusion Support Workers are the key staff members who deliver the 1:1 sessions with the children. As a result incidents of serious behaviour have dramatically reduced and the number of FTEs has also reduced. The team are proactive and this is significantly impacting the disadvantaged children in two ways... (a) the majority of those children being flagged on Thrive assessments are disadvantaged (b) the lessons that disadvantaged children are in are less disrupted than previous - ensuring they are receiving higher quality teaching and learning.	3, 4

Targeted academic support (tutoring, one-to-one support structured interventions)

Budgeted cost: £30,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics booster and 1 to 1 sessions (Year 1)	<p>Continuation from previous plan</p> <p>✓ EEF - One To One Tuition</p> <p>✓ EEF - Small Group Tuition</p>	1, 5
Phonics booster and 1 to 1 sessions (Year 2)* *until December	The school data reveals that this approach is highly effective for ensuring as many children as possible are achieving the expected standard in reading. In December 2020, 95% of the children in the school reached this standard. Much of this success was due to the 1:1 and booster sessions offered by our highly trained staff.	1, 5
Year 6 Easter School	<p>Continuation from previous plan</p> <p>✓ EEF - Summer Schools</p> <p>In previous years, the school data shows that the Easter school was very effective in raising the standards for all pupils. In fact it was incredibly effective for the disadvantaged children who did not have the same level of support at home during the Easter break... a key time for carrying out revision tasks.</p>	2, 5
Year 6 Booster	<p>Continuation from previous plan</p> <p>✓ EEF - Small Group Tuition</p> <p>These run after school and are led by the class teachers who know the children well. The small groups supported the disadvantaged pupils by filling the gaps in their learning and dealing with any misconceptions they had. Parents were incredibly appreciative of this approach as they felt they were unable to support their child with some of the elements at home.</p>	2, 5
Year 3 booster, 1:3 and 1:1 tutoring	<p>Second year of roll out</p> <p>✓ EEF - One To One Tuition</p> <p>✓ EEF - Small Group Tuition</p> <p>We know across the school that boosting and 1:1s are successful. This year we plan to booster and provide 1:1 tutoring for our year 3 pupils to help close the gaps in their learning but also to get the year group, as a whole, closer to the national %.</p>	6
Additional adult support in Year 3	<p>Second year of roll out</p> <p>✓ EEF - Teaching Assistant Interventions</p> <p>We know this year group is challenging and so we plan to add adult support to this year group by delivering further catch up and interventions.</p>	6
Language / vocabulary resources	<p>Second year of roll out</p> <p>Having seen the impact of the language and vocabulary work completed at Earlham Primary, we plan to use the same resources to promote vocabulary. We know that the known vocabulary of our disadvantaged children is less than non-disadvantaged pupils - this will impact on their reading ability, their writing and their</p>	7, 1

	ability to understand instructions and information they are being given.	
Fine Motor Skill booster groups	New to the plan Using bespoke programmes for the children in year R, 1 and 2 who are struggling to form letters correctly etc due to the gaps created by the closures.	1

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £11,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff member with responsibility for Attendance tracking and monitoring	Two staff members have been allocated the responsibility for overseeing, tracking and monitoring attendance. The attendance lead manages the day to day evidence tracking whilst the DDSL is involved in the cases of persistent absenteeism and when we are unable to make contact with children who haven't arrived at school.	3
Further investment into Whole School Thrive Approach	Continuation from previous plan As mentioned above, the school has strong evidence that this has made a significant impact on the children within this school. By continuing to be proactive we are reducing the barriers to learning caused by anxiety, low confidence, anger etc.	4
Introduction of Sports Therapy	Second year of roll out ✓ EEF - Behaviour Intervention The Thrive programme meets the needs of almost all of our vulnerable pupils. Some of the children need something different... e.g. to let off steam, to develop team working skills etc. Sports Therapy will allow us to address these needs. This process has already proven successful at Kaizen Primary School.	4
Additional EWO support for Persistent Absentees	Second year of roll out We know the expertise and 'clout' required to tackle persistent absentees is greater than what the school has. Additional EWO support will aid / bolster the Attendance Manager to tackle some of our most challenging cases.	3
Funding for disadvantaged pupils to have access to residential trips and school trips.	Continuation from previous plan Ensuring the disadvantaged have full access to the opportunities provided by the school is key to balancing things out. The trips, residential trips etc increase cultural capital, increase vocabulary and wider understanding of the world - all of which will make a difference to the children's outcomes.	7, 3
Subsidising Breakfast Club for poor attenders / disadvantaged.	Continuation from previous plan Evidence from previous years reveals that this strategy has helped reduce persistent absenteeism and ensured that some children start the day having had a good breakfast. Those children attending the breakfast club are ready to learn when they reach their classroom.	3
Lunchtime Thrive and Nurture support	Continuation from previous plan ✓ EEF - Social and Emotional Learning In line with the school approach, the launch of lunchtime Thrive and Nurture support has already been invaluable for helping children navigate the social challenges of play times	4

	and lunchtimes. In turn, this ensures that lunchtime or playtime challenges do not impact the learning.	
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Total budgeted cost: £153,382

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 2021 to 2022 academic year.

Looking back at last year's objectives we have seen the following successes in each of the areas.

Strategy Aim	Impact and outcome																								
Teaching (CPD, recruitment and retention)																									
Volunteer recruitment and training programme (inc. DBS checks etc) IMPACT RATING - MEDIUM	This was slightly hindered by the pandemic and the reduction of adults coming into the building. However from March onwards this began to increase and enabled us to ensure that those children who didn't read at home daily with parents were reading at home regularly in school. The volunteers onboarded last year remain with us and a new cohort will be added this year. Continued in Year 2																								
EAL Teaching Assistant IMPACT RATING - MEDIUM	This has been impactful for settling in children who arrive with EAL and giving them some basic language skills to get them started. Many of the newest arrivals to the school have English as a second language. By having someone allocated to this role, these children have integrated quickly and begun to make strong progress. <table border="1"> <thead> <tr> <th>Yr. 5 Child</th> <th>June 2021</th> <th>June 2022</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>3PK3</td> <td>4PK5</td> </tr> <tr> <td>Reading</td> <td>3PK4</td> <td>4PK5</td> </tr> <tr> <td>Writing</td> <td>3PK4</td> <td>4PK5</td> </tr> <tr> <td>Reading Age</td> <td>8.02</td> <td>10.03</td> </tr> <tr> <td>Comprehension Age</td> <td>6.05</td> <td>10.04</td> </tr> <tr> <td>Spelling Age</td> <td>8.08</td> <td>8.07</td> </tr> <tr> <td>Numeracy Age</td> <td><6.07</td> <td><6.07</td> </tr> </tbody> </table> Continued in Year 2	Yr. 5 Child	June 2021	June 2022	Maths	3PK3	4PK5	Reading	3PK4	4PK5	Writing	3PK4	4PK5	Reading Age	8.02	10.03	Comprehension Age	6.05	10.04	Spelling Age	8.08	8.07	Numeracy Age	<6.07	<6.07
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Numeracy Age	<6.07	<6.07																							
Dyslexia Teaching Assistant Specialist Role IMPACT RATING - HIGH	Creating specialist roles for some of our most experienced Teaching Assistants enabled us to broaden our reach. Previously the input was directly purely at those with EHCPs, however, this approach has enabled us to reach under performing children that may be on the SEN register as well as some that may not normally have received specialist input. Evidence from the Dyslexia specialist teacher shows these children make strong progress with her and many are now no longer needing specialist input. Continued in Year 2																								
ASD Specialist Teaching Assistant Specialist Role IMPACT RATING - HIGH	Appointing an ASD specialist teaching assistant was incredibly effective. The ASD specialist was able to provide teachers with bespoke support and suggestions in order to fully support these children in their classes. The Ark created a space for children to let off steam and have a sensory break from the classroom. The space was also used to deliver specific skills sessions to this group of pupils directly linked to gaps in their social interaction OR identified on their EHCPs. This increased the wellbeing of the ASD children, gave them																								

time to develop some of the skills they needed to develop e.g. turn taking, whilst increasing the amount of time they spent in the classroom.

Year 2 Child	He started a social communication group 11.10.21. Since attending the group his social skills have improved especially listening to the adult instructions, eye contact, his volume and sharing with the rest of the group. His mum completed an assessment which she reports that his distance, touch, posture, personal appearance and speech are all improving nicely.
Year 2 Child	He started a social communication group in May '22. Since attending the group he has made improvements with his eye contact, sitting still for a longer period of time, fidgeting, expressing his feelings, listening to adults and other children and sharing with the rest of his group.
Year 2 Child	He started a social communication group 10.1.22. Since attending the group his social skills have much improved. He is more patient, much better at listening to others, following instructions and taking turns in his group. In his latest assessment, his mum has seen improvements too in his facial expressions, gesture, distance, touch and posture.
Year 5 Child	He started a social communication group 11.10.21. Since starting the group his social skills have improved especially sharing, turn taking and listening to others. In his latest assessment, his mum reports that he has improved on distance, touch, posture and personal appearance. She also said that she feels the group has helped him and that he enjoys attending.
Year 5 Child	He started a social communication group 11.10.21. Since starting the group he has made improvements with eye contact, facial expressions, posture, listening to others and his volume. He is also improving on following adults instructions and interacting within the group.
Year 5 Child	He started a social communication group 11.10.21. Since starting the group his social skills have improved in listening and not interrupting others, understanding others feelings as well as distance, touch, fidgeting and posture.
Year 5 Child	He started a social communication group 11.10.21. Since starting the group he has made many improvements including listening to adults and other children, sitting still during the group activity and using good eye contact too. In his latest assessment they report that at home he has made improvements in his eye contact, facial expressions, gestures, personal appearance and touch.

Continued in Year 2

Speech and Language Teaching Assistant Specialist Role & Independent Speech Therapist

IMPACT RATING - HIGH

Linked directly to speech and language challenges identified with children arriving in our reception, utilising an independent speech therapist and following this up with additional input from a speech and language T.A. ensured that issues stalling the children's development were addressed sooner rather than later. The evidence shows that most of the children completed the programme by the end of reception year and those more serious cases made great progress but remain on the case load into year 1. The value that this provides is powerful and ensures teachers are freed up to focus on moving the children forward.

Year 2 Child	Assessed via WellComm and Language link. NHS referral completed but rejected by NHS due to needing 2 terms of work in school. Target identified and child added to independent speech and language therapist's timetable - weekly sessions (total 6 sessions). Seen also by school's SALT specialist LSA for 4 sessions. 3 Targets achieved in that time. Work continues.
EYFS Child	Assessed via WellComm and STAP. Parents/Carers invited in for a one off appointment with independent speech and language therapist to discuss results and targets and a homework pack was provided. Child beginning to make progress and will be added to school based SALT sessions with our independent speech and language therapist in September 2022.
Year 2 Child	Child was originally on independent speech and language therapist and school's SALT specialist LSA in EYFS. Child was discharged as WellComm results were within average range and all targets had been achieved. Teacher/parents agreed no further concerns at the time. Year 1 classteacher raised concerns in Feb 2022 so a Language Link assessment was completed and the child was added to independent speech and language therapist and school's SALT specialist LSA's timetables for weekly sessions. Since Feb 2022 6 targets have been achieved. Work continues.

Continued in Year 2

<p>Inclusion Support Workers</p> <p>IMPACT RATING - HIGH</p>	<p>Getting children into school and responding to their wellbeing, mental health needs has been essential, even more so since the pandemic. The thrive programme has helped to reduce the number of behaviour incidents occurring in the classroom by proactively tackling the reason for the behaviour rather than just purely responding to it. This has ensured that engagement time from the children in lessons has increased and this too has impacted on the other children within the class - meaning that less of their learning time is being impacted by on-task behaviour.</p> <table border="1" data-bbox="603 448 1417 618"> <tr> <td>Yr. 5 Child</td> <td>01.01.2021 – 31.08.2021</td> <td>01.09.2021 – 31.08.2022</td> </tr> <tr> <td>Attendance</td> <td>83.75%</td> <td>93.07%</td> </tr> <tr> <td colspan="3"> <p>This child was picked up by the Inclusion team for late arrivals, poor attendance, low self-esteem and low engagement. His APDR provision included 1:1 play based activities, settling in to class, check ins and communicating with home.</p> <p>Attendance significantly improved and engagement is good. Self-esteem much improved with a visible impact on physical health.</p> </td> </tr> </table> <table border="1" data-bbox="603 647 1417 817"> <tr> <td>Yr. 2 Child</td> <td></td> </tr> <tr> <td colspan="2"> <p>This child was picked up by the Inclusion team after a few weeks of arriving in school. Child struggles with speech and language, communicating needs, managing emotions and can also be aggressive to peers.</p> <p>Child receives Thrive and lunchtime intervention and is now able to calm quickly and use words to say what is wrong rather than noise and actions. Child can share and take turns with some supervision, is making friends and can wait to have needs met.</p> </td> </tr> </table> <p>Continued in Year 2</p>	Yr. 5 Child	01.01.2021 – 31.08.2021	01.09.2021 – 31.08.2022	Attendance	83.75%	93.07%	<p>This child was picked up by the Inclusion team for late arrivals, poor attendance, low self-esteem and low engagement. His APDR provision included 1:1 play based activities, settling in to class, check ins and communicating with home.</p> <p>Attendance significantly improved and engagement is good. Self-esteem much improved with a visible impact on physical health.</p>			Yr. 2 Child		<p>This child was picked up by the Inclusion team after a few weeks of arriving in school. Child struggles with speech and language, communicating needs, managing emotions and can also be aggressive to peers.</p> <p>Child receives Thrive and lunchtime intervention and is now able to calm quickly and use words to say what is wrong rather than noise and actions. Child can share and take turns with some supervision, is making friends and can wait to have needs met.</p>	
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<p>Targeted intervention</p>														
<p>Phonics booster and 1 to 1 sessions (Year 1)</p> <p>IMPACT RATING - HIGH</p>	<p>These were very beneficial. 82% of children achieved the expected standard for reading which is slightly lower than the national average but still a positive result considering the impact of the pandemic on RWI grouping. The biggest strength of RWI is the way in which children are grouped in ability sets. When the current year 2 were in reception and year 1 almost all of the time was spent in class groups... meaning that the teacher had to try and cater for all levels within the classroom... This slowed progress. The 1:1 boosters enabled children to move more rapidly through the programme and help fill some of the gaps caused by absence associated with the pandemic.</p> <p>Continued in Year 2 but modified slightly</p>													
<p>Phonics booster and 1 to 1 sessions (Year 2)* *until December</p> <p>IMPACT RATING - MEDIUM</p>	<p>These proved very beneficial. 95% of children achieved the expected standard for reading. This was due to a combination of the phonics teaching and the booster sessions.</p> <p>However, the school did recognise that completing the phonics programme is more impactful in embedding children's phonic knowledge rather than using the test as the measure. This year the team will focus on moving children through the phonics programme to ensure they have covered all of the programme rather than using the test as a measure.</p> <p>Continued in Year 2 but modified slightly</p>													
<p>Year 6 Easter School</p> <p>IMPACT RATING - MEDIUM</p>	<p>This year smaller bespoke groups were invited to Easter school and this proved to be very effective. The momentum was built during the spring term and a two week break just before the SATs was potentially going to stall that momentum. The Easter School enabled class teachers to plug final gaps and help the children revise.</p> <p>Continued in Year 2 but modified slightly</p>													

<p>Year 6 Booster</p> <p>IMPACT RATING - MEDIUM</p>	<p>Regular booster groups running on Mondays after school for year 6 pupils enabled class teachers additional time to respond to specific gaps in learning.</p> <p>The year 6 results are strong for Rushmere - they sit at / around the national average but compared to other suffolk schools they are incredibly positive.</p> <p>The focus this year is to ensure that children are achieving the expected standard in Reading, Writing and Maths.</p> <p>Continued in Year 2 but modified slightly</p>
<p>Year 3 booster, 1:3 and 1:1 tutoring</p> <p>IMPACT RATING - LOW</p>	<p>Boostering and tutoring in Year 3 was less effective. This was partially due to the maturity age of this particular cohort. The learning in class during the day was intense as we were trying to catch up missed learning from the pandemic - to then offer additional learning after school proved to be too much.</p> <p>Continued in Year 2 but modified</p>
<p>Additional adult support in Year 3</p> <p>IMPACT RATING - LOW</p>	<p>This person was redeployed to Year 2 following the maternity leave / arrangements for a staff member who needed to 'teach from home' at 22weeks+ due to the pandemic. A teaching assistant was required full time in the classroom to support the children with the teacher on the screen. The additional adult for year 2 provided much needed support across the whole year group.</p> <p>Continued in Year 2 - Additional adult now in Year 3</p>
<p>Language / vocabulary resources</p> <p>IMPACT RATING - MEDIUM</p>	<p>Money was spent to gathering language and vocabulary support resources inc. SpeechLink assessment software and activities.</p> <p>Children moving into year 1 definitely have a stronger and broader vocabulary and language base this will need to be continued into year 2.</p> <p>Continued in Year 2</p>
<p>Fine motor skill booster groups</p> <p>IMPACT RATING - MEDIUM</p>	<p>These ran weekly and enabled children in reception and year 1 who struggled with handwriting to develop their fine motor skills and pencil control. The results were strong and many children are now working at the expected level for handwriting.</p> <p>Elements of this will continue into year 2 with a focus on making sure the strategies used are built into practice in early years and year 1.</p> <p>Continued in Year 2 but modified slightly</p>
<p>Wider strategies</p>	
<p>Further investment into Whole School Thrive Approach</p> <p>IMPACT RATING - HIGH</p>	<p>Continued investment into the Thrive Approach is reaping benefits. Thrive has been pivotal in addressing some high level behaviour challenges and ensuring the root cause of low level behaviours are addressed proactively.</p> <p>Continued in Year 2</p>
<p>Introduction of Sports Therapy</p> <p>IMPACT RATING - LOW</p>	<p>This needs further embedding with increased time. Where it was used it was incredibly affected and would have, most definitely, impacted on some of our persistent absentees.</p> <p>Continued in Year 2</p>
<p>Additional EWO support for Persistent Absentees</p>	<p>A very useful tool this year in tackling some of the persistent absentee families. This year we have a tighter policy and a clearer mechanism for triggering the EWO earlier. The combination of the</p>

IMPACT RATING - MEDIUM	two should have a positive impact on attendance data. Continued in Year 2
Funding for disadvantaged pupils to have access to residential trips and school trips. IMPACT RATING - MEDIUM	Pricing of our school trips is incredibly fair. The school continued to support many children to access the residential trips and the impact on these children was immense... the ability to achieve things they perhaps may never have had the chance to experience was incredibly valuable. Continued in Year 2
Subsidising Breakfast Club for poor attenders / disadvantaged. IMPACT RATING - MEDIUM	This was one of our mechanisms for getting poor attenders into the school and this was used on a number of occasions. For some it helped solve logistical challenges that prevented their child coming in, in other cases it allowed children to have a calm start to school. For some children who struggled with increased length of the school day, alternatives were found. The strategy however will continue to be used. Continued in Year 2
Lunchtime Thrive and Nurture support IMPACT RATING - HIGH	A very useful tool this year in tackling some of the persistent absentee families. This year we have a tighter policy and a clearer mechanism for triggering the EWO earlier. The combination of the two should have a positive impact on attendance data. Continued in Year 2

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
None	