

## Pupil premium strategy statement Sept 2020 – July 2021

| Summary information                                                                                                                                                                                                                                                                                                    |                                                |                                                                                                                                                               |                                                  |                                                |                               |
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| School                                                                                                                                                                                                                                                                                                                 | St Swithun's Church of England Primary Academy |                                                                                                                                                               |                                                  |                                                |                               |
| Academic Year                                                                                                                                                                                                                                                                                                          | 2020- 2021                                     | Total PP budget 19-20<br>8.10.19 = £10 890 Oct – Dec 19<br>9.1.20 = £10 890 Jan – March 20<br>8.7.20 = £12 105 Apr – Jun 20<br>8.7.20 = £12 105 July –Sept 20 | 36 PUPILS @ £1345<br><br>Total budget<br>£45 990 | Date of most recent PP Review                  | N/A                           |
| Total number of children in school                                                                                                                                                                                                                                                                                     | 108                                            | Number of children eligible for PP<br>DfE Data 19-20 = 36 PUPILS<br>Actual 17.11.20 = 53 PUPILS<br>SEE BELOW                                                  | = 33%<br><br>= 49%                               | Date for next internal review of this strategy | Jan 2021                      |
| IN AUTUMN TERM 2020 WE HAVE 11 NEW PUPIL PREMIUM PUPILS WHO HAVE TRANSFERRED INTO SCHOOL                                                                                                                                                                                                                               |                                                |                                                                                                                                                               |                                                  |                                                |                               |
| Current attainment 2019-20                                                                                                                                                                                                                                                                                             |                                                |                                                                                                                                                               |                                                  |                                                |                               |
| As a result of the Coronavirus (COVID-19) all schools in England remained shut from March until their re-opening. National Primary assessments have been withdrawn and Teacher Assessments have been used to make judgements about end of year pupil attainment. We are tracking individual PP children – see tracker. |                                                |                                                                                                                                                               | PP children Y6 2019-2020<br>(4 children)         | All children<br>9 children                     | LA<br><br>National            |
| % achieving expected level or above in reading, writing and maths                                                                                                                                                                                                                                                      |                                                |                                                                                                                                                               | 50%                                              | 56 %                                           | Not available due to Covid-19 |

| KEY HEADLINES NOV 2020          |                 |                                         |                                     |                             |               |                                     |
|---------------------------------|-----------------|-----------------------------------------|-------------------------------------|-----------------------------|---------------|-------------------------------------|
| KEY DATA PUPIL PREMIUM NOV 2020 |                 |                                         |                                     |                             |               |                                     |
| YEAR GROUP                      | PUPILS IN CLASS | NUMBER OF PP PUPILS FUNDED BY DFE 19-20 | NUMBER OF PP PUPILS ON SCHOLAR PACK | % IN CLASS ON PUPIL PREMIUM | % PP BY CLASS | NEW TO SCHOOL PP PUPILS AUTUMN 2020 |
|                                 |                 |                                         |                                     |                             |               |                                     |

|     |            |                                          |                        |     |             |   |
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| FS2 | 10         | 0                                        | 1                      | 10% | 10%         | 1 |
| Y1  | 14         | 2 +1                                     | 6 + 1                  | 70% | 17/30 = 23% | 1 |
| Y2  | 16         | 3                                        | 10                     | 63% |             | 3 |
| Y3  | 10         | 4                                        | 4                      | 40% | 15/27=55%   | 0 |
| Y4  | 17         | 9                                        | 11                     | 65% |             | 2 |
| Y5  | 19         | 7                                        | 10                     | 53% | 19/32=59%   | 2 |
| Y6  | 13         | 7                                        | 9                      | 69% |             | 2 |
|     | 99+9 = 108 | 32 + 4 now Y7 = 36<br>ON DFE LIST FUNDED | 51+ 1 PREVIOUS LAC =52 |     |             |   |

| Barriers to future attainment (for children eligible for PP including high ability) |                                                                                                                                                                                                        |
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| In-school barriers (issues to be addressed in school)                               |                                                                                                                                                                                                        |
| A 1+2                                                                               | Poor communication, speech and language skills on entry to and through school impacting significantly on reading and writing. Poor use of language and vocabulary skills.                              |
| B                                                                                   | Social and emotional needs of a high proportion of children eligible for PP affecting their attitude towards learning – independence, activity and engagement within lessons                           |
| C                                                                                   | Fewer pupil premium children engaged in home learning during lockdown than non- pupil premium children. All pupils were contacted individually and seen at least weekly, with daily contact via dojo   |
| External barriers                                                                   |                                                                                                                                                                                                        |
| D.                                                                                  | Attendance rates for children eligible for PP are lower than those for others. This has been affected further by the current Covid-19 restrictions. Across school movement – we have 5 new PP children |
| E                                                                                   | Low parental engagement and lack of aspiration for children – the home environment does not support learning. A number of families are struggling with the current Covid-19 situation                  |
| F                                                                                   | National lockdown for all schools from March until May. 20 pp children attended school as part of our vulnerable pupil, key worker or key year group provision                                         |

| Outcomes |
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|    | Desired outcomes and how they will be measured                                                                                                                                                                                                    | Success criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| A1 | Improve communication and spoken language skills for children eligible for PP in Early years and KS1. EYFS S&L screener shows pupils making progress EYFS development matters shows pupils making progress                                        | <ul style="list-style-type: none"> <li>• All children will be screened on the FSU speaking and listening assessment</li> <li>• Data will be shared with all FSU staff and interventions for relevant groups established</li> <li>• Interventions delivered for all groups as needed and progress to be monitored termly</li> <li>• Children eligible for PP in FS1 and FS2 make rapid progress by the end of the year so that all children eligible for PP meet at least age-related expectations in CLL or make significant progress.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                  |
| A2 | Improve all pupils use of spoken language and develop an increased vocabulary for all pupils with a focus on the PP children                                                                                                                      | <ul style="list-style-type: none"> <li>• Pupils show progress and improved scores on the BPVS screener</li> <li>• Children with low scores are identified and appropriate interventions are in place</li> <li>• Training takes place for staff and intervention groups are established</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| B  | Improved self-esteem and well-being resulting in confident and independent learners. Improved attitude towards learning engagement and activity within lessons for PP children SEMH interventions are in place and tracking shows pupils progress | <ul style="list-style-type: none"> <li>• Excellent behaviour for learning enables children to learn most effectively and to make increased progress.</li> <li>• Improved independence enables children to deepen and extend their own learning to achieve the higher standard.</li> <li>• The new behaviour policy based around positive relationships, restorative justice and the STAR de-escalation strategies is introduced and developed in each class – pupils can articulate this policy</li> <li>• Boxall profiles or SDQs show improvements on identified areas</li> <li>• Interventions are delivered and tracked for identified pupils giving concern</li> <li>• Relevant staff update CRB training</li> <li>• Staff member accesses ELSA training and delivers this across school (Gamston TA)</li> <li>• To give increased support to families as needed – involving outside professionals where necessary</li> </ul> |
| C  | Pupils identified as eligible for PP make good or better progress in reading and writing throughout KS2                                                                                                                                           | <ul style="list-style-type: none"> <li>• All pupils in KS2 and Y2 are assessed using the Salford Reading Test – results shared with teacher and TAs</li> <li>• Detailed scrutiny of book band colours for individuals is carried out and ensures all pupils in KS2 have an appropriate book banded book matched to their reading ability</li> <li>• Salford Reading Tests are repeated in Summer term 2 and show good or better progress for all PP children</li> <li>• Appropriate resources and interventions are in place to meet the needs of the lower ability readers or those making slow progress</li> <li>• Whole school tracking and assessment system is developed and staff use Lancashire KLIPS and LAPS ensuring rigorous and age appropriate assessments are completed</li> </ul>                                                                                                                                   |

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|  |  | <ul style="list-style-type: none"> <li>• The whole school English curriculum is reviewed and teachers plan from an agreed scheme to ensure progress and rigor</li> <li>• All staff attend precision teaching training</li> </ul> |
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| Planned expenditure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |         |
| Academic year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 2020/21 |
| How we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |         |
| <p>Focussed CPD for development of quality first teaching</p> <p>Curriculum development</p> <p>Development of the roles of subject leaders across school</p> <p>In school CPD sessions to develop confidence and use of alternative support strategies in classrooms eg 16.9.20 Numicon Visual maths 3.11.20</p> <p>Support for off-site visits and enrichment opportunities eg Sports sessions weekly by Retford Oaks staff</p> <p>Our specific interventions include:</p> <ul style="list-style-type: none"> <li>• Early intervention speech and language programmes: SALT screening and appropriate interventions delivered</li> <li>• ELSA trained member of staff from Gamston to support pupils at SS weekly from Spring 2021 if covid-19 restrictions allow</li> <li>• Fun fit and dough disco</li> <li>• Take 5 Breathing sessions</li> <li>• Accelerated/Accelerate, Toe by Toe</li> <li>• Precision teaching</li> <li>• Other interventions will be in place as needed</li> </ul> |         |

| 1. Quality first teaching for all                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                    |                                             |
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| Desired outcome                                                                                                                                                                                                                                     | Chosen action / approach                                                                                                                                                                                                                                                                                                                                               | What is the evidence and rationale for this choice?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | How will you ensure it is implemented well?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Staff lead                                                         | When will you review implementation         |
| <p>A. Improve communication and spoken language skills for children eligible for PP in Early years and KS1.</p> <p>Improve all pupils use of spoken language and develop an increased vocabulary for all pupils with a focus on the PP children</p> | <p>Teacher and TA skills and subject knowledge development through focussed CPD.</p> <p>Improved quality of teaching and learning in English sessions – higher level of challenge and raised expectations of all children.</p> <p>Screen all pupils using BPVS – target Y1y3y5 initially</p> <p>Carry out FSU screener to identify gaps and implement focus groups</p> | <p>Research shows that five-year-old children who struggle with language are six times less likely to reach the expected standard in English at age eleven than children who have had good language skills at five, and ten times less likely to achieve the expected level in maths. Children and Families Minister Robert Goodwill (November 2017)</p> <p>The Sutton Trust – Educational Endowment Fund (EEF) identifies that Disadvantaged children benefit from good quality programmes delivered by well trained staff in Early Years</p> | <p>Early identification of children will be completed at the beginning of Aut 1 – TA in FSU with screening</p> <p>SLT observation and assessments to monitor progress of identified children. These will be discussed in termly Pupil Progress meetings.</p> <p>Target Tracker statements to be used for Early Years and tracking to identify impact of interventions.</p> <p>SLT and Peer observations of and monitoring of teaching and learning in Speech and language and phonics / reading interventions. EYFS S&amp;L screener shows pupils making progress<br/>EYFS development matters shows pupils making progress</p> | <p>EYFS lead/TA in EYFS</p> <p>EAHT</p> <p>Class teachers/ TAs</p> | <p>Termly</p> <p>Jan<br/>April<br/>July</p> |

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| <p>B. Improved self-esteem and well-being resulting in confident and independent learners.</p> <p>Improved attitude towards learning engagement and activity within lessons for PP children SEMH interventions are in place and tracking shows pupils progress</p> | <p>Early identification of vulnerable children by class teachers.</p> <p>Children to access ELSA led nurture intervention.</p> <p>Children to access bespoke SEMH interventions as needed Referral to agencies as appropriate</p> <p>Further develop strategies to encourage independent learning.</p> <p>Continue to develop classroom use of AfL strategies.</p> <p>Continue to embed the growth mindset classroom culture.</p> | <p>ELSA provision has been identified by the LA as a means for supporting children with Adverse Childhood Experiences (ACEs) to enable them to access the curriculum.</p> <p>Independent learning strategies allow children to take their own learning further and facilitates the application of skills.</p> <p>The growth mindset culture provides children with low self esteem an opportunity to 'have a go' without fear of failure.</p> <p>The school ethos and worship reinforce the preciousness of individual skills and aptitudes.</p> | <p>SLT monitor the effectiveness of independent learning strategies.</p> <p>ELSA trained TA uses referral process, Boxall profile and nurture groups to develop learning readiness.</p> <p>Curriculum and subject leaders monitor and evaluate the provision and provide learning support through appropriate use of timetable, CPD and resources.</p> | <p>SLT</p> <p>Curriculum and subject leaders<br/>Class teachers</p> <p>Governor's reports</p> | <p>Termly:<br/>Dec<br/>Mar<br/>July</p> |
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| <p>C.<br/>Pupils identified as eligible for PP make accelerated progress in reading and writing throughout KS2<br/>We currently have 15 PP children in red for reading and writing</p> | <p>CPD to raise level of challenge and expectation in all lessons through development of teacher skills.</p> <p>CPD for all teaching staff on quality marking and feedback</p> <p>CPD to improve the quality of assessment of children's starting points and experiences – implementation of KLIPS and LAPS</p> <p>Ensure access to challenging texts in English for all children.</p> <p>Focus on English vocabulary development through more effective teaching, pre teaching and increased subject knowledge .</p> <p>CPD for reading comprehension strategies</p> | <p>We want to ensure that PP children can achieve the highest standards rather than simply 'meeting expected standards'. This involves investment in classroom teaching strategies for promoting challenge for more able.</p> <p>Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>Many pupil premium children have historically made slow progress – see pupil tracking data for PP</p> <p>EEF high impact for low cost based on extensive evidence</p> | <p>Collaborative working to raise the level of challenge and teachers expectation across the English curriculum</p> <p>Collaborative work to continue to develop and improve teachers planning of English with an emphasis on accelerated progress and developing knowledge and understanding of ARE.</p> <p>Ongoing teacher development plan identifies key improvement targets and links to increased opportunities for higher quality practice.</p> <p>SIP priority – implementation following training for all staff across both schools, with planned weekly monitoring by SLT and English subject leaders.</p> | <p>Assessment lead<br/>EHT<br/>EAHT</p> | <p>Termly:<br/>Jan 2019<br/>April 2019<br/>July 2019</p> |
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| 2. Targeted support                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                          |                                                      |                                          |
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| Desired outcome                                                       | Chosen action/approach                                                                                                                                                                                                                                                                                                                                                                                                            | What is the evidence and rationale for this choice?                                                                                                                                                                                                | How will you ensure it is implemented well?                                                                                                                                                                                                                                                                                                              | Staff lead                                           | When will you review implementation      |
| A.<br>Improved communication, speech and language and reading skills. | <p>Rigorous assessment of individual language skills and gaps.<br/>Small groups identified through observation and data analysis for:</p> <ul style="list-style-type: none"> <li>• Talk Boost;</li> <li>• S&amp;L interventions;</li> <li>• Pre Teaching Vocabulary</li> </ul> <p>These will be led by early Years TA supported by SALT trained TA.</p> <p>Additional 1:1 reading and grouping for phonics phases across KS1.</p> | <p>These have been independently evaluated and shown to be effective in ours and other schools.</p> <p>Results at KS1 show that early identification of children with Speech and Language barriers to learning is key to progress in literacy.</p> | <p>Timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>CPD with monitoring, evaluation of impact.</p> <p>Inclusion leader to review impact, alongside the TA on a half termly basis</p> <p>Rigorous tracking of children's progress will ensure that phonics groupings at KS1 impact on attainment.</p> | <p>FSU lead<br/>TAs in FSU</p> <p>Inclusion Lead</p> | <p>Termly<br/>Jan<br/>April<br/>July</p> |

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| <p>B. Improved self-esteem and well-being resulting in confident and independent learners.</p> <p>Improved attitude towards learning engagement and activity within lessons for PP children particularly in Reading and writing across KS2</p> | <p>An ELSA trained staff member to delivered tailored intervention to individuals and small groups developing social inclusion and skills development.</p> <p>Develop and embed behaviour policy through school.</p> <p>Continue to deliver recovery curriculum to pupils where needed</p> <p>Nurture groups identified to include children in receipt of PP.</p> <p>Lunchtime and afterschool clubs to be reinstated once Covid -19 restrictions allow</p> <p>Monthly monitoring of attendance and meetings with parents where absences and/or lates are identified.</p> <p>Key worker identified and weekly 'check-ins' with PP children where needed 'CPOMS' to ensure that safeguarding and wellbeing are joined up and response time is immediate</p> | <p>Our data shows that attendance is significantly below average for PP children. This is currently being impacted by Covid-19 and the isolation rules.</p> <p>Lunchtime nurture groups, lunchtime clubs and afterschool clubs to be reinstated as these have a positive impact on childrens well being and progress for individual children.</p> <p>Previous meetings have shown to improve attendance for some pupils and provide an additional support to parents who are struggling. These are currently on hold due to covid-19 restrictions and the number of pupils needing to isolate</p> <p>We are following our school absence procedures</p> <p>We are following our school absence procedures</p> <p>Safe and well checks support identified pupils and developing links with familiar adult has shown to have an impact on key children procedures</p> | <p>Engage with parents and children before clubs begin to address any concerns or questions .</p> <p>Ensure identification of target children is fair, transparent and properly recorded.</p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p> <p>Follow school procedures</p> <p>Monitored by class teachers /inclusion leader</p> | <p>EHT<br/>AEHT<br/>CTs<br/>TAs</p> | <p>Termly<br/>Jan<br/>April<br/>July</p> |
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| C. Higher rates of progress across KS2 for all pupils inc those eligible for PP. | Following whole school training all staff to use KLIPs (Key learning Indicators of Performance) and LAPS((Learning and Progression steps ) to enable a clear tool that outlines end of year expectations. All staff y1-6 to use the Lancashire English curriculum planning tool to ensure progression, higher expectations and the use of appropriate texts Phonics 'Catch up' interventions /precision teaching at KS2 are funded to ensure that PP children who scored lower in the Y1 phonics test have gaps plugged in Y3 and Y4. | <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>Evidence about the benefits of collaborative learning has been found consistently for over 40 years and a number of systematic reviews and meta-analyses of research studies have been completed. EEF</p> <p>Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> | Monitored by class teachers /inclusion leader | <p>EHT<br/>Deputy HT</p> <p>EHT<br/>DHT</p> | Termly<br>Jan<br>April<br>July       |
| Other approaches                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                               |                                             |                                      |
| Desired outcome                                                                  | Chosen action/approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | What is the evidence and rationale for this choice?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | How will you ensure it is implemented well?   | Staff lead                                  | When will you review implementation? |

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| <p>To raise the importance of social emotional well-being including healthy lifestyles.<br/>Improved self-esteem and well-being resulting in confident and independent learners</p> | <p>Children to have at least one visits/visitors per topic to enrich the curriculum Y5/ Y6 residential ( not currently due to covid-19 restrictions in place)</p> <p>Additional clubs run by Class teachers /TAs target PP children for appropriate enrichment opportunities.</p> <p>Support for enrichment activities and music tuition will be offered to children identified as more able through the class musical instrument provision.</p> <p>All PP children will be included in enrichment activities and visits outside of school. Transport costs will be covered where necessary</p> <p>Pupils will all access additional sports coaching from Retford Oaks Sports Staff and after school sports clubs<br/>Pupils will access additional ICT sessions run by ICT lead</p> | <p>Educational Endowment Fund indicates that targeted intervention groups matched the specific needs of the pupils can be effective in improving children's social and emotional wellbeing.<br/>Access to enrichment experiences has a very positive effect on a child's engagement with the curriculum and helps them to bring additional knowledge and understanding to their learning.<br/>This offer provides opportunities for children to become involved in activities that they would not otherwise have access to.<br/>Providing the support that is missing at home in school – consolidation of learning and adults to hear readers and support with homework.<br/>Emotional needs of children supported to enable them to make good progress<br/>Bergin and Bergin 2009 estimate one third of children have insecure attachment.<br/>Children enjoying different experiences leads to greater confidence speaking and listening which impacts on reading and motivation.</p> | <p>Ensure identification of target pupils is fair, transparent and properly recorded.</p> <p>Baseline assess children taking part in social/communication /ELSA interventions and monitor to ensure that children are making progress.</p> <p>Timetable of CPD established, regular updates and monitoring.</p> <p>Support from Retford Oaks PE team to ensure good quality PE sessions are delivered and staff access training</p> <p>ICT specialist teacher delivers class lessons weekly and runs lunchtime/after school clubs</p> | <p>EAHT</p> <p>Class teachers</p> | <p>Termly<br/>Jan<br/>April<br/>July</p> |
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# OVERVIEW OF TOTAL BUDGETTED COSTINGS

| Resource                                                                                                         | Outcome | Cost    |
|------------------------------------------------------------------------------------------------------------------|---------|---------|
| ELSA training, resources and delivery<br>Shared with G                                                           | B C     | £5 000  |
| Training<br>Precision teaching plus 1-1 work<br>Practical maths plus group work<br>Reciprocal reading<br>Phonics | A C     | £10 000 |
| TA intervention time                                                                                             |         |         |
| SALT screener / focus groups                                                                                     | A       | £4 000  |
| SEMH groups                                                                                                      | B C     | £4 000  |
| English – reading interventions                                                                                  | A C     | £2 000  |
| Maths support in class                                                                                           | C       | £2 000  |
| CRB training and staff time                                                                                      | B       | £1 000  |
| BPVS resources screening and groups                                                                              | A C     | £4 000  |
| Time to Talk resource and groups Y1/Y2                                                                           |         | £1 000  |
| Phonics groups - additional sessions                                                                             |         | £2000   |
| Pre teaching vocabulary - making resources and<br>TA intervention time                                           |         | £6000   |
| Additional TA intervention time to deliver<br>reciprocal reading – small groups                                  |         | £1 000  |
| Resources, books, texts, language sacks                                                                          |         | £4000   |
| TOTAL BUDGETTED COST                                                                                             |         | £46 000 |