

Nursery (1 dis-advantaged pupil)	23%	0%	80%	100%	50%	100%	23%	0%
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Year Group	Reading		Writing		Maths		Combined	
	Whole cohort	Dis-advantaged pupils						
Reception (8 dis-advantaged pupils)	16%	13%	13%	0%	9%	0%	7%	0%
Year 1 (18 dis-advantaged pupils)	32%	11%	30%	11%	57%	39%	23%	11%
Year 2 (14 dis-advantaged pupils)	29%	7%	29%	7%	29%	7%	25%	7%
Year 3 (13 dis-advantaged pupils)	19%	23%	19%	15%	31%	23%	13%	15%
Year 4 (15 dis-advantaged pupils)	45%	33%	34%	27%	62%	53%	30%	53%
Year 5 (21 dis-advantaged pupils)	64%	57%	54%	43%	79%	57%	41%	29%
Year 6 (42 dis-advantaged pupils)	31%	19%	42%	31%	40%	21%	26%	14%

Strategy aims for pupils to close gaps caused by school closures & local lockdowns

Measure	Activity
Priority 1:	<ul style="list-style-type: none"> Tutoring through the NTP to support up to 120 children identified from years 2-6 in either English or Maths. The start of this has been delayed due to restrictions imposed by the government that means the tutoring can only take place (either online or face to face) on school premises. The tutoring companies are trying to negotiate this to allow tutoring to take place from home
Priority 2	<ul style="list-style-type: none"> LSAs to run PiXL interventions after school in years 5 & 6 (3 sessions per week in yr6 for 3 groups of children and 2 sessions per week for up to 10 children in yr5)

Barriers to learning these priorities address	<ul style="list-style-type: none"> Children having experienced long periods out of school in 2020 during the first lockdown and again since September during 'local' lockdowns Tutoring companies only being able to deliver the tutoring during school times if we were to access this through the NTP. If we were to do it directly through the company, we would not be able to do so through the subsidised rate
Projected spending	£15,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 21
Progress in Mathematics	Achieve national average KS2 Mathematics progress score (0)	July 21
Phonics	Achieve national average expected standard in Phonics in years 1 & 2	July 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Targeted academic support for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> Programs and outside agencies brought in to support the learning; such as: Lexia, PiXL, Daily Supported Reading, Destination Reader, Mathletics, Beanstalk Volunteers, Lewisham's SALT & BLAM
Priority 2	<ul style="list-style-type: none"> Employment of extra LSA through agencies for support in classes & with interventions and payment for staff overtime in order to run interventions before & after school (e.g. PiXL and phonics interventions)
Barriers to learning these priorities address	<ul style="list-style-type: none"> Children not having the technology to access any online learning at home; e.g. in the event of a lockdown or with home-learning packages such as Lexia
Projected spending	£3,000

Wider strategies for current academic year

Measure	Activity
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Priority 1	<ul style="list-style-type: none"> Providing IT devices for disadvantaged children to use at home including Dongles in order that they can access the internet from home
Barriers to learning these priorities address	<ul style="list-style-type: none"> Children not being able to access the online learning/tutoring from home
Projected spending	£2,674.81

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development especially in terms of how to support children to make rapid progress	Use of INSET days and staff development meetings and additional cover being provided by senior leaders and cover team
Targeted support	Ensuring that all programs, interventions and support systems have the desired impact on the children & their learning	SLT to monitor the impact and to work with the necessary agencies to adapt or to stop the programs, interventions and support systems if they are not having the desired impact.
Wider strategies	Engaging the families facing most challenges	Working closely with the LA and Fairlawn Primary School for support

Review: End of year aims and outcomes

Aim	Outcome
Progress in Reading	•
Progress in Writing	•
Progress in Mathematics	•
Phonics	•
Other	•