**Pupil premium strategy / self-evaluation (primary)**

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| 1. **Summary information** | | | | | |
| **School** | Priory Catholic Primary School | | | | |
| **Academic Year** | 2020/21 | **Total PP budget** | £54,455 | **Date of most recent PP Review** | 2/7/19 External  May 2020 Internal  2 |
| **Total number of pupils** | 90 | **Number of pupils eligible for PP** | 42 | **Date for next internal review of this strategy** | January 2021 |

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| 1. **Current attainment** | | | | | | | | | | |
| (2019 DATA) | | | | | | | *Pupils eligible for PP (your school)* | | *Pupils not eligible for PP (national average)* | |
| **% achieving expected standard or above in reading, writing & maths** | | | | | | | **59%** | | *67.7%* | |
| **% making expected progress in reading (as measured in the school)** | | | | | | | **61.5%** | | 69.8% | |
| **% making expected progress in writing (as measured in the school)** | | | | | | | **51.9%** | | 66.7% | |
| **% making expected progress in mathematics (as measured in the school)** | | | | | | | **63.5%** | | 66.7% | |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | | | | | | |
| **Academic barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | | | | | | |
|  | | Pupils entering EYFS, do so with poor communication, language and literacy skills | | | | | | | | |
|  | | Low levels of resilience impact on the rate of progress of 79% of PP pupils. | | | | | | | | |
| **C** | | 33% of PP pupils entering years 2 and 3 are not currently at ARE for writing | | | | | | | | |
| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* | | | | | | | | | | |
| **D** | | External parental factors prevent 26% of PP pupils from having attendance at 95% or above. | | | | | | | | |
| 1. **Intended outcomes** *for long term 3 year plan*   *will be measured)* | | | | | | | | | | |
| **A** Pupils will be at least 40-60S in Communication at the end of the foundation stage | | | | | | | | | | |
| **B** Identified PP pupils make accelerated progress towards ARE | | | | | | | | | | |
| **C** PP children achieve in line with Non- PP children for writing. | | | | | | | | | | |
| **D** Children will become more motivated and engaged with their learning, with the desired impact of raising attainment and progress | | | | | | | | | | |
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| **2020/2021** | | | | | **2021/2022** | | | **2022/2023** | | |
| **Expected Cost** | | | **Actual Cost** | | **Expected Cost** | **Actual Cost** | | **Expected Cost** | | **Actual Cost** |
| **Quality teaching for all: £17435**  **Targeted Support: £42,907** | | |  | |  |  | |  | |  |
| **Intended Outcomes** | | | | | **Success Criteria** | | | | | |
|  | Pupils entering EYFS complete a baseline measurement and end of unit outcomes evidence a significant development in the number of words spoken by reception aged children. Pupils will be at least 40-60S in Communication at the end of the foundation stage. | | | Pupils will be able to retell well known stories.  Pupils will be in line with RWI age related expectations.  There will be a significant increase in the word count used during baseline assessments and by the end of the foundation stage 5 out of 7 pupils will be at Age Related Expectations. | | | | | | |
|  | Identified PP pupils make accelerated progress towards ARE | | | Pupil conferencing evidences improvement in the attitude of PP pupils.  Pupil attitudes enable them to access learning and make accelerated progress.  The Mastery Approach enables pupils to accelerate progress towards ARE  Rosenshine’s Principles and Metacognitive strategies impact positively on pupils’ attitudes to learning meaning that a great .proportion of pupils make Accelerated Progress towards ARE or Greater Depth | | | | | | |
|  | PP children achieve in line with Non- PP children for writing. | | | PP children to have a wider understanding of language and vocabulary which they are using in their spoken and written language.  Pie Corbett’s reading spine and specific vocabulary teaching evidences an increase in higher tiers of vocabulary being both spoken, understood and used in writing.  NMM accurately moderates writing and feedback improves writing attainment.  A | | | | | | |

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| **A Academic year** | **2019/2020 54 Pupils REVIEW OF THE ACADEMIC YEAR** | | | | | |
| The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | | |
| 1. **Quality of teaching for all** | | | | | | |
| **Action** | | **Intended outcome** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| English and maths subject leaders coach EYFS, and NQTs to secure consistently good teaching across the 2 subjects. | | English and maths observations of teachers will evidence consistently good teaching. | “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” (EEF 2019) | Weekly coaching sessions delivered in classes from English/maths/wider curriculum lead. Accountability frameworks in place for these staff members with progress towards consistently good teaching, recorded on staff profiles. | HM | Weekly during Year 1  £3000 |
| End Of Year Review  Coaching sessions with NQTs supported development towards good teaching in both English and maths. This was secured during the Spring Term before the Covid Pandemic. Mastery CPD for maths delivered by the Maths Subject Leader and vocabulary and teaching sequence CPD delivered by the English Subject Leader secured a clear structure for the teaching of both subjects. Feedback improved and staff were better equipped to address misconceptions as they arose.  An Autumn Term review from the school’s ESM, evidenced ‘good teaching’ in reading across the whole school.  End of year data is taken from spring term 1 before the Covid pandemic. Evidence from this data shows that the coaching in place in Years 2-3 was beginning to have a positive impact with all PP pupils making expected progress and the gap between PP and non-PP pupils beginning to narrow during the first half of the spring term by 2% in both of these year groups for writing. At the end of the first half of the spring term , a further 2% of all pupils in both of these year groups had reached the expected standard. Had the school not closed to the majority of pupils, writing would have been a spring 2 focus with a specific target of narrowing the gap in year 3 for both writing and maths where the gap is significant at 32% and 26% respectively.  Teacher profiles evidence examples of good teaching in English and maths for EYFS and both NQTs. | | | | | | |
| Read,Write,Ink teacher employed to carry out assessments and phonic interventions – EEF evidence + 4months | | 100% pupils meet the phonics screening threshold.  Pupils in Y2 make accelerated progress towards ARE | – EEF evidence + 4months  80% of PP pupils entering Y2 are not currently at ARE for reading whilst 4/5 pupils passed their phonics screening. RWI to support progress of these pupils to ARE.  2 yr trend has show a rise in phonics screening data to 100%. This success is having a positive impact on reading going up through the school and must continue. | Daily RWI sessions to be taught. RWI lead to monitor impact to determine success and additional intervention needed. | RD | Half termly assessments inform next steps and groupings.  £1440 |
| End of year review  The phonics screening threshold did not take place due to the Covid pandemic and RWI assessments will be carried out immediately on return to school in September to ensure that swift pick up addresses and slippage that may have occurred. The class teacher has ensured that all home learning has supported phonics development during the time off from school and all books sent home have matched the phonic sound for the week. At the end of the first half of the spring term, 70% of pupils were on track and 100% of year 2 pupils were showing the potential to meet the threshold.  Data from the end of spring one shows that 33% of PP pupils were at ARE with 3/5 examples of accelerated progress in reading. The Accelerated Reader programme enthused home readers. Had the rate of progress continued, we predicted that 72% pupils would have achieved the expected standard in reading. Unfortunately, we were unable to see this come to fruition in the current climate. | | | | | | |
| Staff training upskills staff to improve outcomes for all pupils  -Staff training delivered to ensure the mastery approach in embedded across the school.  Vocabulary training delivered to the staff with English lead booked onto the Babcock Vocabulary Project.  Text progression to be written and implemented.  Talk for Writing training to be delivered | | All pupils are in receipt of quality first teaching where the mastery approach is embedded in maths.  Early Years reading focus ensures that baseline word counts improve with communication in line with national at the end of the foundation stage.  Pie Corbett’s spine texts ensure vocabulary rich texts are used and attainment in reading and writing accelerates.  The whole school approach to writing and vocabulary ensures pupils make accelerated progress towards ARE. | EEF evidence + 8 months in developing mastery strategies across the school and staff training and development in metacognition strategies – EEF evidence +7 months  Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. | A programme of CPD to be strategically structured to ensure timely intervention for teachers. | CL/HM | Ongoing monitoring of impact through accountability frameworks.  £5245  £1330 |
| End of year review.  Vocabulary CPD has seen a greater focus of language development across the school. During the Autumn term monitoring visit by our ESM, it was noted that vocabulary was not high enough on the agenda for staff.  Staff conferencing, evidenced all staff able to discuss vocabulary strategies with confidence. The books of pupil premium and all other pupils clearly evidence modelled and taught vocabulary which stretches and challenges the pupils. Vocabulary is a focus for all pupils and CPD for TAs has developed an understanding of the rationale behind this priority.  Teachers identify tier 2 vocabulary and teach this specifically. Expectations for higher level vocabulary are modelled within lessons and good examples are captured in a class vocabulary book. There is a definite buzz for vocabulary, in and around the school.  During the Summer Term, the English Lead delivered CPD on the teaching of vocabulary and building in Rosenshine’s Principles to blended learning. The text progression has been written by the English Leader and is ready to go for September 2020. The programme of CPD has been written for the Autumn term of 2020. Maths mastery training was delivered by the Maths Subject Leader and the English Leader will re visit Talk 4 Writing training during the Autumn Term also. | | | | | | |
| Accelerated Reader to be accessed by all Year 2 pupils . | | Pupils in Y2 make accelerated progress towards ARE | Accelerated reader has seen an increase in accelerated progress for pupils in KS2. Pupils in Year 2 will have the same access. | English Lead to monitor implementation and progress of pupils. | HM | £2000 |
| End Of Year Review  All Year 2 pupils are now accessing AR and one year 1 pupil.  Enthusiasm for reading has definitely improved but there will be a greater focus on the harder to reach pupils on completing quizzes with a score of over 80%. All Year 2 pupils have quizzed and progress has been made with fluency and comprehension. Evidence will continue to be built in preparation for end of KS1 teacher assessments. The Pupil Premium reading intervention was launched and is successful in giving PP pupils a structured daily read and in ensuring that pupils are completing books in preparation for quizzing on Accelerated Reader.  During Lockdown, it was evident that Accelerated reader was successful in motivating pupils to read. Pupils were given access to AR from home. Only 2 year 2 pupils accessed AR in school so judgements of year 2 progress can only be measured from these 2 pupils. In September, all pupils entering Year 3 will sit a Star Reader test to assess progress and to baseline for interventions required. | | | | | | |
| **Total budgeted cost** | | | | | | £13,015 |
| 1. **Targeted support** | | | | | | |
| **Action** | | **Intended outcome** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Family support worker employed  Attendance officer employed  School councillor employed. | | Impact of external factors are reduced. | FSW is able to provide early help for families as required and alleviate the impact on the children. Provides liaison with the school, providing information that then can be acted upon in the classroom.  AO will intervene as soon as children’s attendance falls below 95% to ensure an action plan is in place.  School councillor offers support to pupils. The EEF tool kit suggests that  “On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.” | All reports from FSW entered onto CPOMs.  Termly analysis of attendance to show no gap between PP and non-PP children.  Half termly feedback from school councillor | CL  CL  CL | Attendance data is to be reviewed on a weekly basis.  CPOMS reports reviewed daily.  £15,250  Half termly  £4750 |
| End Of Year Review.  Our FSW and AO play vital roles in ensuring that our families are well supported. Poor attendance is consistently addressed and families are held accountable for persistent absence.  Unfortunately, due to the lower number hours that the school were able to offer, our school counsellor accepted a position elsewhere. This is a great loss to the school with our high percentage of vulnerable pupils.  During the summer term, whilst schools have not been accountable for attendance, the role of our FSW has been more significant. She has been highly effective in keeping in touch with out more vulnerable families, providing resources, getting support them when required and being at the end of the phone whe they’ve needed her. The role of the FSW was crucial in maintaining contact with families and ensuring that they have felt well supported during the Pandemic. | | | | | | |
| Parental conferencing of PP pupils | | Challenging behaviours of Y5/6 PP pupils improves.  Parents support the progress of their children and attainment accelerates towards ARE. | EEF suggest that parental engagement can have moderate success. | Staff will have a parent meeting September 2019 to share expectations and ensure parental buy in.  1 x weekly phone conference with parents from PP lead /classroom adults.  3xweekly progress meeting and target updates. | HM | 4x weekly during term 1 2019 |
| End Of Year Review  All identified pupils received a face to face conferencing meeting,with targets set, during the Autumn Term. One follow up phone call happened and another face to face meeting after Autumn Half-Term.  Parental feedback was positive in better understanding the needs of their child and supporting them in meeting the targets. It began to have a positive impact on some of our PP pupils with more challenging behaviour.  Whilst formal conferencing could not take place during the Summer Term on a face to face basis, our PP families had weekly phone conversations with both parents and pupils to talk through any concerns and to generally feel supported by the class teacher. This often extended to many emails being sent backwards and forwards between school and families. Staff contact logs evidence regular conferencing and support for our PP families over the past 4 months. | | | | | | |
| Group interventions improve attainment in reading, writing and maths. Write Away, Read Write Ink, Toe by Toe | | Children make expected or better progress in reading, writing and maths.  PP children’s progress in RWM improves in line with non-pp children at the end of KS2. | Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.  **Pre**-**teaching** lessons can give struggling students a head start, as well as a crucial opportunity to experience success in the classroom e.g. research shows that when the component skills of mathematical procedures are pretaught, children learn to solve math problems much faster than when the components and the procedure were learned at the same time. | Subject leaders to monitor the teaching of intervention lessons where the intervention is being led by a teaching assistant.  Subject leaders observe pre/ post teaching sessions  Pre/post teaching sessions to become non- negotiables from September 2019 | HM/MS | Monitored 3x weekly during the autumn term 2019  £1660 |
| End Of Year Review  Writing interventions in Year 2/3 have been monitored by the SL and have been seen to have a positive impact on grammatical understanding and sentence structure. Presentation has been addressed and spelling has improved too. This has seen progress towards ARE for pupils in Year three who were working towards at year 2.  Whilst interventions ceased for many pupils due to the pandemic, the success of interventions for our vulnerable pupils will be picked up immediately on return to school. | | | | | | |
| Staff employed to lead interventions inc Thrive, Rainbows and behaviour interventions.  Metacognition strategies are used to increase progress with a particular focus on modelling and recall. | | Pupils are better placed to engage with their learning which positively impacts on progress. | The EEF tool kit suggests that  “On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.” | Intervention feedback reports are given half termly.  HM to meet EJ weekly.  Compose an Implementation plan that will deliver the seven recommendations listed over the course of the year | HM  CL | 1x weekly  Dec 2019  £25,997 |
| End Of Year Review  THRIVE assessments show a more consistent approach to the delivery of THRIVE and progress out of ‘being’ to ‘doing’ for a greater proportion of pupils.  Staff have been trained in using motional to ascertain levels of emotional need for the pupils.  The Headteacher has completed CAST training on metacognition and this has been delivered through CPD to the staff. With a focus on Roshenshine’s Principles, metacognitive strategies will become embedded in practice throughout the Summer term with a specific focus on modelling.  The coaching of NQTs has focused on think aloud strategies and this has been observed as being effective by the English subject leader in engaging the harder to reach pupils.  Pupils all accessed recall activities during Lockdown and enjoyed quiz style questions via Zoom sessions. The training is all in place for September but will be re visited regularly through staff CPD. Rosenshine’s Principles will be embedded through all teaching.  THRIVE sessions have been offered on a 1:1 basis for all struggling pupils during Lockdown. This has supported the return to education for some of our more vulnerable pupils and has ensured that in September, transition back into full time education is smooth. | | | | | | |
| **Total budgeted cost** | | | | | | £47,657 |
| 1. **Other approaches** | | | | | | |
| **Action** | | **Intended outcome** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Timestable Rockstars bought for KS2 children | | Pupils improve the fluency and mental recall of timestable facts, | Digital technology – EEF evidence + 4 months. | Online tracking monitors usage of pupils and tracks pupil progress. | MS | Half termly  £120 |
| End Of Year Review  Timestable Rockstars logins have been issued to all pupils and a lunchtime club also. Disadvantaged pupils were encouraged to join the club and class teachers tasked to consistently engage the pupils, who find timestables more difficult to grasp.  Pupils were able to access Timestable Rockstars from home during the 4 months away from school and competition between pupils in Years3 and 4 was fierce. The programme will be pivotal in getting pupils back up to speed with their times tables in September and feedback from parents has been that pupils have been further motivated to learn their times tables from home. | | | | | | |
| **Total budgeted cost** | | | | | | **£60,792** |

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|  | Children will become more motivated and engaged with their learning, with the desired impact of raising attainment and progress | | | | Children will show increased levels of engagement and motivation for their schoolwork  Digital technologies will be used in all classes to inspire and engage children with their learning.  Attendance and punctuality of PP pupils improves  Revised behavioural approaches improve pupil engagement and attendance improves. | | | |
| 1. **Planned expenditure** | | | | | | | | |
| **A Academic year** | | **2020/2021 54 Pupils** | | | | | | |
| The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | |
| **Action** | | | **Intended outcome** | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| English and maths subject leaders coach EYFS, NQT and teacher in second year of teaching to secure consistently good teaching across the 2 subjects. | | | English and maths observations of teachers will evidence consistently good teaching. | “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” (EEF 2019) | | Weekly coaching sessions delivered in classes from English/maths/wider curriculum lead. Accountability frameworks in place for these staff members with progress towards consistently good teaching, recorded on staff profiles. | HM | Weekly during Year 1  £5000 |
| Read,Write,Inc teacher employed to carry out assessments and phonic interventions – EEF evidence + 4months | | | 100% pupils meet the phonics screening threshold.  Pupils in Y2 make accelerated progress towards ARE | – EEF evidence + 4months  80% of PP pupils entering Y2 are not currently at ARE for reading whilst 4/5 pupils passed their phonics screening. RWI to support progress of these pupils to ARE.  2 yr trend has show a rise in phonics screening data to 100%. This success is having a positive impact on reading going up through the school and must continue. | | Daily RWI sessions to be taught. RWI lead to monitor impact to determine success and additional intervention needed. | RD | Half termly assessments inform next steps and groupings.  £1440 |
| Staff training upskills staff to improve outcomes for all pupils  -Staff training delivered to ensure the mastery approach in embedded across the school.  Vocabulary training delivered to the staff with English lead delivering a PP project as part of the NPQH project.  Ashley Moore’s whole class reading approach is introduced in September 2020 for years 2-6  Text progression to be written and implemented.  Talk for Writing training to be delivered | | | All pupils are in receipt of quality first teaching where the mastery approach is embedded in maths.  Early Years reading focus ensures that baseline word counts improve with communication in line with national at the end of the foundation stage.  Whole class reading approach ensures engagement of PP pupils and Accelerated progress towards ARE  Pie Corbett’s spine texts ensure vocabulary rich texts are used and attainment in reading and writing accelerates.  The whole school approach to writing and vocabulary ensures pupils make accelerated progress towards ARE. | EEF evidence + 8 months in developing mastery strategies across the school and staff training and development in metacognition strategies – EEF evidence +7 months  Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. | | A programme of CPD to be strategically structured to ensure timely intervention for teachers. | CL/HM | Ongoing monitoring of impact through accountability frameworks.  £5245  £3750 |
| Accelerated Reader training for all staff in using data efficiently and with greater independence. | | | Staff are better equipped to analyse data from AR thus swiftly intervening and accelerating the progress of struggling readers. | EEF states that “The costs of providing more effective feedback are not high. However, it is likely to require sustained professional development to improve practice, and this includes active inquiry and evaluation.”   A recent meta-analysis of studies focusing on formative assessment in schools indicates the gains can be more modest, suggesting that an improvement of about three months' additional progress is achievable in schools or nearer four months when the approach is supported with professional development. | | HM to oversee staff training of AR both internally and externally and monitor the impact of data analysis and intervention. | HM | Every 3 weeks. |
|  | | |  | EEF also state that “A recent meta-analysis of studies focusing on formative assessment in schools indicates the gains can be more modest, suggesting that an improvement of about three months' additional progress is achievable in schools or nearer four months when the approach is supported with professional development.” | |  | HM | £2000 |
| **Total budgeted cost** | | | | | | | | £17,435 |
| 1. **Targeted support** | | | | | | | | |
| **Action** | | | **Intended outcome** | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Family support worker employed  Attendance officer employed | | | Impact of external factors are reduced especially the impact of Covid 19 on our families. | FSW is able to provide early help for families as required and alleviate the impact on the children. Provides liaison with the school, providing information that then can be acted upon in the classroom.  AO will intervene as soon as children’s attendance falls below 95% to ensure an action plan is in place.  The EEF tool kit suggests that  “On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.” | | All reports from FSW entered onto CPOMs.  Termly analysis of attendance to show no gap between PP and non-PP children. | CL  CL/HM | Attendance data is to be reviewed on a weekly basis.  CPOMS reports reviewed daily.  £15,250 |
| Group interventions improve attainment in reading, writing and maths. SPAG, Read Write Ink, PP reading intervention, Fluent In 5, NMM feedback | | | Children make expected or better progress in reading, writing and maths.  PP children’s progress in RWM improves in line with non-pp children at the end of KS2. | Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.  **Pre**-**teaching** lessons can give struggling students a head start, as well as a crucial opportunity to experience success in the classroom e.g. research shows that when the component skills of mathematical procedures are pretaught, children learn to solve math problems much faster than when the components and the procedure were learned at the same time. | | Subject leaders to monitor the teaching of intervention lessons where the intervention is being led by a teaching assistant.  Subject leaders observe pre/ post teaching sessions  Pre/post teaching sessions are non- negotiables for September 2020 | HM/MS | Monitored 3x weekly during the autumn term 2019  £1660 |
| Staff employed to lead interventions -Reading Recovery, THRIVE, writing and mathgs interventions.  Metacognition strategies are used to increase progress with a particular focus on modelling and recall. | | | Pupils are better placed to engage with their learning which positively impacts on progress. | The EEF tool kit suggests that  “On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.” | | Intervention feedback reports are given half termly.  HM to meet EJ weekly.  Pupil conferencing gathers pupil opinions and feelings and captures progress. | HM  HM | 1x weekly  Half-termly  £25,997 |
| **Total budgeted cost** | | | | | | | | £42,907 |
| 1. **Other approaches** | | | | | | | | |
| **Action** | | | **Intended outcome** | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Timestable Rockstars bought for KS2 children | | | Pupils improve the fluency and mental recall of timestable facts, | Digital technology – EEF evidence + 4 months. | | Online tracking monitors usage of pupils and tracks pupil progress. | MS | Half termly  £120 |
| **Total budgeted cost** | | | | | | | | **£60,345** |
| 1. **Additional detail** | | | | | | | | |
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