Peterhouse Church of England Primary Academy

The rock for our community

Pupil Premium Strategy Statement
2021 – 2024

Vision Statement (updated 2022)

St. Peter, after whom Peterhouse is named, was a close friend and follower of Jesus. Originally a fisherman, Peter's name means "rock" and Jesus told Peter that he would be the rock upon which the church (referring to all people who followed Jesus) would be built. Peter demonstrated trust in Jesus, even stepping out of a boat and onto water. But Peter also made mistakes. He sometimes misunderstood Jesus and famously said he didn't even know him three times after Jesus had been arrested. Yet, after Jesus' resurrection, Peter was restored and appointed a leader in the early church.
Inspired by this story, it is our vision that Peterhouse Church of England Primary Academy will:

- Be a community built on **compassion**, offering safety and security for the families that we serve, much like St. Peter was the rock for the church.
- Meet the academic and spiritual needs of all learners through a curriculum that inspires children to be naturally curious about God's creation, building a sense of **belief** in themselves, others and God.
- Be a place where all can flourish, regardless of background or ability because, like St. Peter, everyone should experience **forgiveness** and have the opportunity of a fresh start.
- Empower children to take responsibility within their communities and have the **courage** to be advocates for change.

Aims

By the time a child leaves Peterhouse they will have had the opportunity to:

- Become a valued member of a community where they are loved and cared for
- Experience a rich, varied and exciting curriculum
- Be the best that they can be
- Make the most of their God given talents
- Celebrate success and know what it feels like to be celebrated
- Develop a curiosity for God's creation

Values

- Compassion
- Courage
- Forgiveness
- Belief

School Overview

School name	Peterhouse CofE Primary Academy
Pupils in school	393
Proportion of disadvantaged pupils	54.7 (based on 215 children)
Pupil premium allocation this academic year	£345,485
Academic year or years covered by statement	2021 - 2024
Publish date	November 2023
Review date	December 2024
Statement authorised by	Mr Ryan Freeman (Headteacher)
Pupil premium lead	Mr Ryan Freeman (Headteacher)
Governor lead	Mrs Dorcas Cogger

Our Philosophy

The children of Peterhouse Church of England Primary Academy face a greater number of barriers to their learning than many of their peers nationally, and due to this they find that their opportunities in life are limited. Driven by the Academy's Christian vision, we have designed a curriculum to offer chances, widen horizons and break down barriers to learning. A curriculum that by design makes the Academy 'a place where all can flourish, regardless of background or ability.'

The curriculum drives all that the Academy offers, ensuring that children develop the skills and knowledge needed to become the best version of themselves and to find fulfilment in their school life. The curriculum is more than the academic content delivered in lessons; it is every lived experience given to a Peterhouse child during their time in our family. It is our vision that Pupil Premium funding is used carefully and strategically to ensure that this can take place, and that no child is left behind. Our aim is to diminish any differences in attainment between disadvantaged children and others in our school and that although barriers to learning cannot be removed, a well-planned and considered diet of learning experiences can fill gaps and enrich lives.

Research

We have based our approaches on research by the Education Endowment Foundation (EEF). Much of our work focuses around the following areas:

Small group tuition and 1:1 intervention

'Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.'

'Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.'

Teaching Assistant Interventions

'The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.'

'Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.'

Metacognition and Self-Regulation (through pastoral support)

'Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.'

'The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.'

Feedback

'Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.'

'It is important to give feedback when things are correct – not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.'

Arts Appreciation

'Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.'

'Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.'

Behaviour Intervention

'Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.'

Changes of Approach

Peterhouse has been in receipt of a high level of Pupil Premium funding for some years, investing this in a number of different approaches. Some of the approaches listed in this plan are a continuation of ideas used in previous years. However, this does not mean that previous attempts have not been successful.

2021-22 / 2022-23

The use of additional TA support – This plan focuses the TA support into specific areas of intervention (phonics, maths, reading). This year we have removed teaching assistants from delivering classroom support in the afternoons and redirected them to deliver a structured plan of intervention and catch up.

Intervention Teacher – This post has been in place for some time through Pupil Premium funding and pre COVID was proving successful. This year the interventions are built around the data from PiXL and use many of the PiXL resources.

Pastoral Provision – The Peterhouse pastoral provision is being completely redesigned this year after several staff left during the COVID pandemic. The nurture approach is new to the school and a change in direction to previous uses of funding.

Peterhouse Farm – This is a resource that has been funded by pupil premium for some time. However, due to COVID, the project has taken several steps backwards due to being closed for almost 18 months. This year's funding will get a previously successful project back up to speed.

2023-24

Head of School - As a result of the leadership restructure (federation with Moorlands Primary Academy), Peterhouse now has a full time, non teaching Head of School. We plan to further utilise this post by offering coaching, interventions and increased monitoring.

Peterhouse Farm - Unfortunately, the Peterhouse farm has been temporarily closed due to ongoing staffing shortages. All of the funding allocated to this area of school has been redirected into alternative targets. We hope that the farm will reopen in future years and the infrastructure remains in place.

Barriers to Learning

This year at Peterhouse, we have identified the following barriers to learning faced by our pupils:

Safety Barriers
A larger than average proportion of children at Peterhouse find themselves struggling with personal, financial or emotional security. Many of our families are classed as disadvantaged and struggle to provide for their children in the way that they would like to.

Emotional Barriers
Our children and families tell us that issues around self-esteem and peer pressure are increasingly prevalent in today's world. We have an increase in children suffering from mental health issues and a growing fear of failure.

Motivational Barriers
Through no fault of their own, a growing proportion of children struggle to see the benefit of a good education and are not self-motived to discover the best version of themselves.

Cognitive Barriers
The percentage of children suffering from cognitive barriers to learning at Peterhouse is above that seen nationally. Children on the SEND register, those with a negative mind-set or those whole struggle to harness a level of creativity or curiosity for learning.

Social and Cultural Barriers
Mainly due to the deprivation faced by many families, a Peterhouse child is more likely to experienced less in life than their peers. They are likely to have had limited access to art and culture and have a narrower understanding of the world.

Environmental Barriers
Some children can struggle to access their learning due to the school environment - this can include children with and without disabilities. Sometimes children can find the actions of others around them distracting and this can slow their progress.

Language Barriers
It is known that the linguistic development of children in deprived areas is underdeveloped compared to their peers. Staff at Peterhouse have often found that a narrow understanding of vocabulary can hold children back in their learning.

Our Priorities

Setting priorities is key to making the most effective use of the funding. Our priorities are as follows:

- Ensuring that all students have access to High Quality Teaching and Learning in every lesson;
- Closing the attainment gap between disadvantaged children and their peers
- Providing targeted academic support for children who are not making the expected progress
- Providing targeted intervention to challenge non-academic barriers to attainment such as attendance, behaviour, mental health and adverse childhood experiences / trauma
- Ensuring that economic support is in place for the children and their families to broaden the opportunities available

Implementation

In line with the EEF's (Education Endowment Fund's) Guide to Implementation, we select a small number of priorities, endeavouring to achieve a higher success rate in meeting the needs of our children. We will:

Explore:

- Specify an area of focus for improvement that is amenable to change;
- Determine a programme of activity based on existing evidence of what has - and hasn't - worked before;
- Examine the fit and feasibility of possible interventions for the school context.

Prepare:

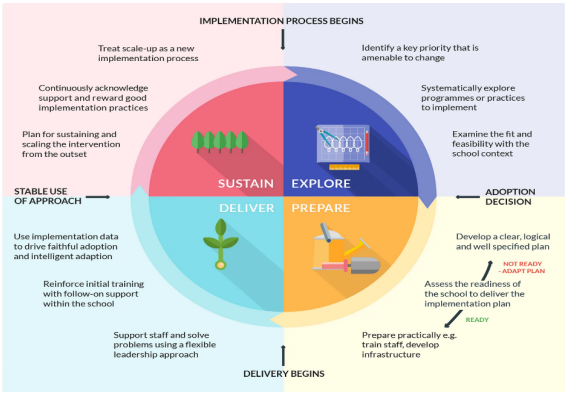
- Develop and clear, logical and well-specified plan;
- Assess the readiness of the school to deliver the plan;
- Make practical preparations for the plan to be delivered.

Deliver:

- Support staff and solve any problems using a flexible leadership approach;
- Reinforce initial training with follow-on support;
- Use data to review the delivery and inform next steps.

Sustain:

- Ensure it remains fit-for-purpose;
- Continually acknowledge, support and reward good implementation practices;
- Treat scale-up as a new implementation process.



Tiered Approach

We endeavour to make appropriate provision for children who belong to vulnerable groups which includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed.

In making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged. We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. The Pupil Premium Grant can therefore be allocated to support any child or groups of children the school identifies as being socially disadvantaged.

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises of three categories:

Tier 1: High Quality Teaching and Learning

For example:

- Support for high quality teaching through consultancy or training
- Curriculum and Assessment.
- An evidence informed Continued Professional Development programme of support which develops teachers' subject knowledge
- Provision of extra support in classrooms to assist with delivery, interventions etc.

Tier 2: Targeted Support

For example:

- Structured interventions: small group tuition, including targeted group work in reading, writing and maths; one to one support; additional teaching and learning opportunities using additional adult support.
- Using qualified teachers and SENCO to deliver one to one or small group support.
- Targeted pastoral support.

Tier 3: Wider Strategies

For example:

- Access to music lessons
- A full and varied programme of additional educational experiences, such as school visits and extra-curricular clubs.
- Improving attendance percentages among PP children.
- Access to counselling from external qualified children's counsellor.

Review Process

Reviewing, introducing and implementing a pupil premium plan every year could be deemed as time-costly and ineffective. Through a three year approach, with interim reviews, we are able to maintain a long-term vision whilst evaluating impact and making necessary changes as appropriate.

During an interim, annual review, the success of each intervention is evaluated, based on evidence gathered. From this we will determine the most effective approach moving forwards - adapting, extending or ceasing the intervention as required.

The progress and attainment of children in receipt of the PPG is scrutinised by class teachers and SLT across all year groups aligned to our assessment calendar. “Ultimately it does not matter how great an educational idea or intervention is in principle; what really matters is how it manifests itself in the day to day work of people in schools.” (EEF, 2018)

The cycle of implementation is therefore ongoing and developed in light of the lessons learned and with regard to any new guidance and evidence of best practice that becomes available. The Headteacher and Pupil Premium Lead are responsible for ensuring that a pupil premium strategy is always in effect.

Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG. The academy is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant’s impact on individual pupils, or on precise interventions. The academy publishes its strategy for using the pupil premium on the school website.

(Formal assessments have been disrupted due to the coronavirus pandemic from March 2020 onwards)

2022-23		
	School	National
Attendance	93%	
EYFS GLD (%)	51	67
Year 1 Phonics (% at expected)	79	79
Key Stage 1 Reading - % Expected Standard +	68	68
Key Stage 1 Writing - % Expected Standard +	51	60
Key Stage 1 Maths - % Expected Standard +	63	70
Key Stage 2 Reading attainment - % Expected Standard +	65	73
Key Stage 2 Writing attainment - % Expected Standard +	67	71
Key Stage 2 Maths attainment - % Expected Standard +	51	73

Funding

Summary of funding 2021-2022 (Year 1)	
Total number of pupils	413
Number of pupils eligible for PPG	223
Funding as advised in school budget statement	£299,935
Summary of funding 2022 – 2023 (Year 2)	
Total number of pupils	432
Number of pupils eligible for PPG	228
Catch-up Premium Funding	£34,370
Funding as advised in school budget statement	£322,705
Summary of Funding 2023 – 2024 (Year 3)	
Estimated number of pupils	393
Estimated number of pupils eligible for PPG	215
Funding as advised in school budget statement	£345,485

Priorities for Disadvantaged Pupils

Priority	Tier	Target Date	Year 1 Costs	Year 2 Costs	Year 3 Costs
1. To improve outcomes for PP children in the EYFS, with particular focus on communication and language.	1	July 2024	£37,500	£29,600	£32,000
2. To improve outcomes in phonics for PP children by the end of Key Stage 1	1	July 2024	£15,500	£35,500	£34,500
3. To improve outcomes in mathematics, with a particular focus on reasoning, in Key stage 1 and 2.	1	July 2024	£78,500	£90,500	£109,900
4. To increase the availability of intervention in English and Maths to raise outcomes across KS1 and 2.	2	July 2024	£39,500	£25,300	£17,400
5. To improve behaviour and decrease exclusions for PP children through the delivery of a robust and targeted pastoral care system	2 / 3	July 2024	£72,000	£76,000	£113,000
6. To widen the horizons of PP children through the provision of the 'Peterhouse Farm'.	3	On-going	£27,500	£25,000	N/A
7. To ensure that PP children have access to a broad and balanced curriculum through the delivery of a variety of cultural opportunities.	3	On-going	£28,900	£40,350	£40,350
			Total cost: £299,400	Total Costs: £322,250	Total Costs: £347,150

Pupil Premium Action Planning

Priority 1	To improve outcomes for PP children in the **EYFS**, with particular focus on communication and language.	**Tier Category: 1**	High quality teaching and learning
Intended Outcomes	PP children in EYFS will improve communication and language outcomes to sit in line with all pupils and to close the gap to national averages.	**Success Criteria**	CL outcomes raised to be inline with all pupils. Children speak with confidence and enthusiasm. The vocabulary used by PP children improves.
Implementation	**Year 1**	**Year 2**	**Year 3**
	How we will implement this intervention in Year 1: Targeted CL intervention in class led by teacher and HLTA. Increased use of rich vocabulary in the setting, including adult modelling, activities and displays. Use of high quality reading material throughout the setting. Increased adult support to ensure a good adult ratio - adults to model rich vocabulary and conversational skills. Daily opportunity for children to speak with an adult about things that interest them.	**How we will implement this intervention in Year 2 (in light of the Year 1 annual review):** Improved resources for the EYFS - both indoors and out. Training for the new EYFS team - both teachers and TAs Increased adult support to ensure a good adult ratio - adults to model rich vocabulary and conversational skills. Daily opportunity for children to speak with an adult about things that interest them.	**How we will implement this intervention in Year 3 (in light of the Year 2 annual review):** Specific curriculum resources for communication and language Communication and language training for the EYFS team - both teachers and TAs Increased adult support to ensure a good adult ratio - adults to model rich vocabulary and conversational skills. Daily opportunity for children to speak with an adult about things that interest them.
Interim Review Notes	All targets were actioned and 40% of all children achieved GLD by year end - this is below national expectations (65) but considerable progress from their starting points. 29% of PP children made GLD compared to 65 nationally Outcomes for communication and language were in line with national expectations Unfortunately staffing changes throughout the year disrupted the overall progress made in the EYFS and further work will be needed throughout 22/23 to ensure a robust curriculum and improved outcomes.	A new team of staff have transformed the provision in the Early Years. A new curriculum has been introduced, along with a wide variety of indoor and outdoor improvements. Data has risen to 50% GLD, with 39% of PP children achieving the expected standard. This shows approximately a 10% rise on the previous year in both areas. Word reading for PP children has risen from 38% to 69%. Number for PP children has risen from 64% to 78% This data shows strong improvements in a year with higher SEND and behaviour issues in the year group.	
Interim Assessment (RAG)			
Anticipated Costings	£37,000 Extra HLTA and TA based in EYFS to facilitate interventions. £500 Resources for speech and language	£5000 Outdoor resources £2000 Indoor resources £19,000 Additional TA £10,000 0.5 additional TA support (afternoons)	£2000 Resources - C+L £19,000 Additional TA support £10,000 0.5 additional TA support (afternoons) £1000 Training contribution
Final Costings	£37,500	£29,600	£32,000

Priority 2	To improve outcomes in phonics for PP children by the end of Key Stage 1	**Tier Category: 1**	High quality teaching and learning
Intended Outcomes	PP children in KS1 will have phonics outcomes closer to all pupils and will narrow the gap to national.	**Success Criteria**	All phonics provision will be high quality. Phonics outcomes will have risen Children's reading will have improved due to improved phonics outcomes.
Implementation	**Year 1**	**Year 2**	**Year 3**
	How we will implement this intervention in Year 1: A phonics action plan will be in place. Increased number of RWI groups taking place to ensure small numbers in each. 1:1 sessions for children in place - run by TA and Teachers. Improved quality of reading material to use as part of the lesson and to send home in book bags. Catch up plan in place for KS1 children with daily intervention.	**How we will implement this intervention in Year 2 (in light of the Year 1 annual review):** A phonics action plan will be in place. 1:1 sessions for children in place - run by TA and Teachers. Improved quality of reading material to use as part of the lesson and to send home in book bags. Catch up plan in place for KS1 children with daily intervention. Seek further support and funding from Wensum English Hub.	**How we will implement this intervention in Year 3 (in light of the Year 2 annual review):** Wensum Hub partner school 2023-25 1:1 sessions for children to continue - run by TA and Teachers. Improved quality of reading material for lower and higher readers - wordless books and books for ch. in Y3-6 Catch up plan in place for KS1 children with daily intervention.
Interim Review Notes	The gap between all children and PP children in phonics narrowed from 16% in 2019 to 6% in 2022 - although the outcomes for all children were lower. Disadvantaged boys outperformed non disadvantaged boys with a gap of +10% Non disadvantaged girls significantly outperformed disadvantaged girls. Disadvantaged pupils in Year 2 performed better than non disadvantaged pupils.	The overall Year 1 phonics outcomes rose from 64% to 79%. This data set now sits in line with the national average. 73.5% of PP children met the expected standard. This compares to 67% nationally. The gap between all children and PP children continues to fall and now sits at 5% Phonics provision is much improved and the school will become a Wensum Hub partner school for 2023-24.	
Interim Assessment (RAG)			
Anticipated Costings	£15,000 An extra TA in KS1 to run RWI sessions and interventions £500 New reading material for phonics.	£34,500 2 x Etra TAs within Key Stage 1 to run RWI £1000	£34,500 2 x TA within KS1 to run RWI sessions
Final Costings	£15,500	£35,500	£34,500

Priority 3	To improve outcomes in mathematics, with a particular focus on reasoning, in Key stage 1 and 2.	**Tier Category: 1**	High quality teaching and learning
Intended Outcomes	PP children across the school will perform well in mathematics, making good progress from their starting points.	**Success Criteria**	All maths provision will be high quality, resulting in improved outcomes. Maths delivery will be consistent across the school Leaders will be aware of the issues faced in classes and have a plan to tackle.
Implementation	**Year 1**	**Year 2**	**Year 3**
	How we will implement this intervention in Year 1: A maths action plan will be in place. White Rose will be delivered consistently in every class - monitored by leaders. 1:1 sessions for children in place - run by TA and Teachers. Marking and feedback in maths will result in improved outcomes and better planning. Catch up plan in place with daily intervention.	**How we will implement this intervention in Year 2 (in light of the Year 1 annual review):** A maths action plan will be in place. White Rose will be delivered consistently in every class - monitored by leaders. 1:1 sessions for children in place - run by TA and Teachers. Marking and feedback in maths will result in improved outcomes and better planning. Catch up plan in place with daily intervention.	**How we will implement this intervention in Year 3 (in light of the Year 2 annual review):** HoS to lead on maths across the school, coaching teachers to improve pedagogy Maths Hub - Partner school, including research projects White Rose subscription and training to support delivery Daily maths teaching from Head of School - KS2 Catch up plan in place with daily intervention. Use of Mathletics in all year groups.
Interim Review Notes	Disadvantaged pupils in Year 6 did not perform well in mathematics, but did perform in line with outcomes in other subjects. Disadvantaged children in Key Stage 1 did not perform well with a gap of 14% between disadvantaged and non. Note - all children achieved significantly less than in previous years as a result of the covid pandemic	53% of PP children in Y2 achieved the expected outcome in maths. Nationally 56% achieved this, meaning that broadly, children performed as well as PP children nationally. In key stage 2 children closed the gap to nationals in reading and writing but remained low in maths - this forms a major part of the 2023-24 development plan.	
Interim Assessment (RAG)			
Anticipated Costings	£77,000 One extra TA in KS1 and 4 extra TAs in KS2 to run maths interventions and assist in lessons. £1500 Maths resources and training for White Rose	£69,000 4 extra TAs in KS2 to run interventions and SEND support £19,000 1 x agency TA for extra support £2500 White Rose subscription and resources	£69,000 4 x extra TAs in KS2 to run interventions and support in lessons £17,400 Contribution to HoS salary £21,000 1 x agency TA for extra support £1,500 White Rose Subscription £1,000 Training contribution
Final Costings	£78,500	£90,500	£109,900

Priority 4	To increase the availability of intervention in English and Maths to raise outcomes across KS1 and 2.	**Tier Category: 2**	Targeted Support
Intended Outcomes	PP children across the school will make good progress in English and Maths through effective intervention.	**Success Criteria**	A robust intervention plan will be in place with regular sessions. The outcomes of PP children will be tracked and discussed regularly. Outcomes for PP children will be in line with all children and the gap to national will be closing.
Implementation	**Year 1**	**Year 2**	**Year 3**
	How we will implement this intervention in Year 1: An intervention plan will be in place. A intervention teacher will run sessions across the school in English and Maths Interventions will be closely aligned to PiXL Intervention data will be analysed closely by assessment lead. Intervention sessions will be well resourced.	**How we will implement this intervention in Year 2 (in light of the Year 1 annual review):** An intervention plan will be in place. A intervention teacher (agency) will run sessions across the school in English and Maths Interventions will be closely aligned to PiXL Intervention data will be analysed closely by assessment lead Intervention sessions will be well resourced.	**How we will implement this intervention in Year 3 (in light of the Year 2 annual review):** *Previous plans for intervention staff have been replaced by a remodelled leadership structure (post federation), allowing for a full time non teaching head of school.* HoS to run interventions for mathematics across the school HoS to work alongside the SENDCo to coordinate interventions across the school. Monitoring to be completed by the SLT collectively as per the operational overview.
Interim Review Notes	The number of interventions increased significantly and the use of PiXL improved. The intervention teacher worked with children from across the year groups New deputy head / head of school took on the role of assessment lead - all data and interventions closely monitored. All sessions well resourced.	Overall outcomes in key stage 1 were higher in all areas for all children with the gao to national reduced significantly (reading now in line). KS1 PP children improved in all areas, performing as well as PP children nationally in reading and maths. In Key Stage 2 outcomes were above national for the MTC. In KS2 PP children closed the gap to all children in reading (+2) and writing (+12)	
Interim Assessment (RAG)			
Anticipated Costings	£39,000 Intervention Teacher £500 Intervention resources	£35,000 Agency teacher to run interventions £2000 Intervention Resources	£17,400 Contribution to HoS salary
Final Costings	£39,500	£25,300	£17,400

Priority 5	To improve behaviour and decrease exclusions for PP children through the delivery of a robust and targeted pastoral care system	**Tier Category: 2/3**	Targeted Support Wider strategies
Intended Outcomes	Exclusions will be reduced for PP children. Daily behaviour incidents will be reduced, and where they are not, a clear plan is in place.	**Success Criteria**	A carefully planned pastoral provision will be in place. Low level disruption will be minimal. Exclusions for PP children will be proportionate, fair and used sparingly.
Implementation	**Year 1**	**Year 2**	**Year 3**
	How we will implement this intervention in Year 1: Pastoral lead appointed. New provision set up to formalise the Academy's provision. Floating 1:1 appointed to work with 4 - 6 children on a daily basis. Training delivered to all staff of nurture provision Safeguarding team improved further with weekly meetings. Counsellor in place for vulnerable children.	**How we will implement this intervention in Year 2 (in light of the Year 1 annual review):** PSA to head up pastoral provision PSA to work with consultant to formalise provision and create a clear referral and assessment system Counselling in place for vulnerable children Full time safeguarding officer in place.	**How we will implement this intervention in Year 3 (in light of the Year 2 annual review):** PSA to head up pastoral provision PSA to work with consultant to formalise provision and create a clear referral and assessment system Counselling in place for vulnerable children Attendance officer in place to improve the attendance of vulnerable children working alongside the full time safeguarding office.
Interim Review Notes	Staffing issues led to several rounds of recruitment and an adapted plan being carried out. However, the final outcome resulted in a good pastoral team working across the school and completing more group and 1:1 provision than in previous years. Counselling has continued for vulnerable children with 4 at a time having 1:1 sessions.	Pastoral provision is strong and consistent. As a result, exclusions are down for the academic year to 1. Behaviour incidents reduced as the year progressed, with significant improvements seen in YR and Y5. Counselling continues for all key children.	
Interim Assessment (RAG)			
Anticipated Costings	£27,000 Pastoral Lead £26,000 Parent Support Assistant £19,000 Floating 1:1 (Agency)	£21,500 PSA £19,000 Pastoral Assistant £19,000 Pastoral Assistant (Agency) £16,500 Safeguarding Officer contribution	£21,500 PSA £19,000 Pastoral Assistant £38,000 Attendance Officer £34,500 Safeguarding Officer
Final Costings	£72,000	£76,000	£113,000

Priority 6	To widen the horizons of PP children through the provision of the 'Peterhouse Farm'.	**Tier Category: 3**	Wider strategies
Intended Outcomes	The farm will be used regularly as an academic and pastoral resource. Children will cope well in school and attend regularly.	**Success Criteria**	The farm will be set up post covid and re stocked. A new farm lead will have a set plan in place The farm will be used daily as a key curriculum resource.
Implementation	**Year 1**	**Year 2**	**Year 3**
	How we will implement this intervention in Year 1: A teacher to be given the responsibility of farm lead and a plan put in place. Animals restocked and the buildings checked etc, post covid. Training to be delivered for pastoral staff. Links to be made with outside agencies. Curriculum leaders to plan in how the farm can be used in their subject areas and add into policies.	**How we will implement this intervention in Year 2 (in light of the Year 1 annual review):** Birds to be removed Animals restocked and the buildings checked etc. Training to be delivered for pastoral staff. New signage Curriculum leaders plan how the farm can be used in their subject areas and add into policies.	***TARGET DISCONTINUED DUE TO STAFFING ISSUES - ALL FUNDING REDIRECTED TO ALTERNATIVE PROJECTS LISTED WITHIN THIS PLAN***
Interim Review Notes	Due to a cycle of bird flu lockdowns the farm was unable to be open for a large majority of the year. Staff were kept on and the provision remains in place A decision has been made to remove all birds and replace them with small petting animals. Renewed focus in 2022/23	New curriculum lead in place. Curriculum links for all subjects drawn up and planned Training delivered Farm usage increased across all year groups. Animal houses refurbed Year 6 prefects in place Growing area being used more - introduction of a YR growing area.	
Interim Assessment (RAG)			
Anticipated Costings	£27,500 Farm running costs, including staffing contribution..	£25,000 Farm running costs, including staffing contributions	£N/A
Final Costings	£27,500	£25,000	£N/A

Priority 7	To ensure that PP children have access to a broad and balanced curriculum through the delivery of a variety of cultural opportunities.	**Tier Category: 3**	Wider strategies
Intended Outcomes	PP children will have full access to a broad and balanced curriculum, including access to those extras that parents may not be able to afford.	**Success Criteria**	PP children will have access to: ● Music tuition ● Trips ● Residentials (Year 6 only) ● Theatre trips and productions ● Access to fresh fruit
Implementation	**Year 1**	**Year 2**	**Year 3**
	How we will implement this intervention in Year 1: A set list of provisions will be drawn up and agreed with the business manager. including: ● Music tuition ● Trips ● Residentials (Year 6 only) ● Theatre trips and productions ● Access to fresh fruit daily Access to the above will be monitored and reviewed regularly. Children's views on the above will be sought each year. Parent views will be sought each year to see if intervention is correctly targeted.	**How we will implement this intervention in Year 2 (in light of the Year 1 annual review):** The Peterhouse Personal Development Plan will be drawn up, including: ● Music tuition ● Trips ● Residentials (Year 6 only) ● Theatre trips and productions ● Access to fresh fruit daily ● Increased outdoor provision ● Curriculum based wall displays Access to the above will be monitored and reviewed regularly.	**How we will implement this intervention in Year 3 (in light of the Year 2 annual review):** The Peterhouse Personal Development Plan including: ● Music tuition ● Trips ● Residentials (Year 6 only) ● Theatre trips and productions ● Access to fresh fruit daily ● Increased outdoor provision ● Curriculum based wall displays Access to the above will be monitored and reviewed regularly.
Interim Review Notes	Music tuition took place throughout the year resulting in a strong music curriculum offer. Year 6 had a funded residential to Horstead (booked again for the coming year) M&M Productions performed a pantomime in January 2022 Fresh fruit has been available to the whole school throughout the year. All trips have been fully funded for all children - curriculum and end of year reward based trips.	Music tuition took place throughout the year resulting in a strong music curriculum offer - new music teacher introduced. Year 6 had a funded residential to Horstead M&M Productions performed a pantomime in January 2023 Fresh fruit has been available to the whole school throughout the year. All trips have been fully funded for all children - curriculum and end of year reward based trips.	
Interim Assessment (RAG)			
Anticipated Costings	£7,000 Trip contributions £900 Theatre productions £6,500 Year 6 residential £8,000 Muic Services - whole class tuition £6,500 Fruit costs	£7,000 Trip contributions £1000 Theatre productions £7,850 Year 6 residential £8,500 Muic Services - whole class tuition £6,500 Fruit costs £7,500 KS1 Trim Trail £2000 Wall Art	£7,000 Trip contributions £1000 Theatre productions £7,850 Year 6 residential £8,500 Muic Services - whole class tuition £6,500 Fruit costs £7,500 KS1 Trim Trail £2000 Wall Art
Final Costings	£ 28,900	£40,350	£40,350

Recovery Premium

Summary of funding 2021-2022 (Year 1)	
Funding as advised in school budget statement	£32,770
Summary of funding 2022 – 2023 (Year 2)	
Funding as advised in school budget statement	£34,075

2021 -2022 Usage and Impact	
18,000 HLTA to run further interventions £5000 Class based resources - books, maths resources, dictionaries, £5000 Staff training - raising staff subject knowledge in key focus areas £500 Spelling Shed Subscription £5000 Contribution towards intervention teacher	Although children did not meet the expected standard in key stage 1 or 2, they made good progress from very affected starting points. Much focus was put into getting the children back in to a place where they were ready to learn, working on building stamina and high standards. Maths progress measures were better than in 2019 - which is significant when looking at outcomes on the whole. Subject knowledge for staff was improved through school focus' on RE, maths and humanities.
2022 - 2023 Usage and Impact	
£20,000 Qualified Teacher to carry out interventions (part time) £18,000 HLTA to run Lexia interventions £1000 Ebook and Audiobook Access for all children £2500 Mathletics Subscription £600 Lexia Resources	Key Stage 1 outcomes were broadly in line with national expectations and saw significant increases on the previous year. MTC outcomes in Year 4 were significantly above national expectations Phonics outcomes increased significantly and are now in line with national expectations Key stage 2 outcomes have further improvements to make but have recovered to the pre pandemic levels for the school.