

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 National Primary assessments have been withdrawn and Teacher Assessments have been used to make judgements about end of year pupil attainment.

Pupil Premium Report and Strategy Statement

In Rainbow Forge Primary Academy we endeavour to fulfil the Pupil Premium Policy set out by the L.E.A.D Academy Trust by deploying the following Trust strategies to diminish the difference in attainment for pupils in receipt of the Pupil Premium funding.

- clear, responsive leadership
- having a whole-school ethos of attainment for all
- addressing behaviours for learning and conduct behaviours that prevent pupils from learning
- monitoring and addressing low attendance
- facilitating high quality teaching for all through continued professional development of staff.
- meeting individual learning needs including those pupils who are the most-able and seemingly need no support
- deploying staff effectively, both teaching and support staff
- using pupil progress data to inform the planning of interventions and provision.

Each Academy reviews the barriers and outcomes for the pupils in receipt of Pupil Premium to understand the strategies that they use to raise attainment. Each Academy explains their rationale for choosing the strategies and provides a cost breakdown. If you wish this statement to be explained, then please ask to speak with Pupil Premium Leader via the main office. If you wish to find out more about the DfE policy for Pupil Premium then follow this link: <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

1. Summary information 2019-20					
Academy	Rainbow Forge				
Pupil Premium Leader	Nina Sneddon				
Academic Year	2019 - 2020	Total PP budget	£169,490 TOTAL	Date of most recent PP Review	
Total number of pupils	375	Number of pupils eligible for PP	164	Date for next internal review of this strategy	September 2020



Pupil Premium Report Academic Year 2019-20 End of Summer Term

Review of impact of Quality First Teaching and Interventions

Year Group	Numbers PP pupils/%	Cost of initiatives/projects	Achievement Review and Evaluation of Impact	Next Steps
N	32 / 46%	£3038 Increased parental involvement: Home visits	Home visits by EYFS leader & Family Liaison worker. Parents are more interested in supporting children's learning and how they can help them at home	Introduce Families Connect to further engage parents in children's learning. Improve opportunities to extend children's vocabulary and speaking skills
R	14/ 42%	£9975.90 Theraplay – L2 TA 2 hours per week – £1069.30 Home visits EY leader & Family Liaison time £3038 VIP & LEAP – L2 TA 2 hours per week - £1069.30 Borromi - £1000	Early Years Foundation Stage children are expected to reach a Good Level of Development by the end of the academic year. Based on Teacher Assessments for July 2020 children eligible for Pupil Premium have made good progress in most subjects. In writing, progress was not as strong as all other pupils and this needs to be a focus for next year. Attendance: Pupil Premium 89% Non-PP 93.74% Persistent Absence: Pupil Premium 46% Non-PP 25% Evaluation of the strategy	Ensure Autumn Reception curriculum is focused on improving fine motor skills Look at research on the EEF to develop intervention



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		<p>Time to Talk – TA L2 2 hours per week - £1069.30</p> <p>SMART intervention in provision – TA L2 5 hours per week - £2730</p>	<p>Teacher established close contact and regular home learning opportunities for children absent from school. Unfortunately a 12/33 children had chicken pox during the year which impacted on their attendance.</p> <p>50% of PP children on track to gain GLD compared with 75% of non PP, with writing being the main area holding them back.</p>	<p>initiatives for writing</p>
1	15 39%	<p>£10374</p> <p>SMART intervention – TA L2 5 hours per week - £2730</p> <p>TA support for English/maths TA L2 5 hours per week £2730</p> <p>Individual daily reading – TA L2 5 hours per week – £2730</p> <p>Switched on reading – TA L2 4 hours per week - £2184</p>	<p>In Year 1 Pupils are assessed in Reading, writing, grammar, punctuation and spelling and in mathematics. Pupils are expected to meet the expected age related standard (ARE) and for some pupils they will show that they are working at greater depth (GD). These are teacher assessments. Year 1 pupils are expected to pass a national phonics screening check. This a short assessment which checks if your child knows the first sounds and blends of sounds.</p> <p>There has not been a Phonic Screening Check for 2020 the last check was completed in Spring 1 with 83% of all pupils on track to pass, and 50% of PP children.</p> <p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in all areas. Attainment for the Pupil Premium group in this year group is lower than the non-Pupil Premium group in all areas.</p> <p>Attendance: Pupil Premium 93% Non-PP 94.3%</p> <p>Persistent Absence: Pupil Premium 26% Non-PP 16.7%</p> <p>Evaluation of the strategy</p> <p>Attainment from Early Years Foundation Stage has been maintained, however the Pupil Premium group are still not achieving as well as non-Pupil Premium group. It must be noted that 7/15 (47%) PP children are classed as SEND compared with 0/24 non-pupil premium children. The difference is the same in Reading and writing and slightly lower in Mathematics.</p>	<p>Look at research on the EEF to develop early intervention initiatives for basic skills.</p> <p>Explore strategies for improving attendance of Pupil Premium pupils.</p>
2	14/30%	<p>£11494.30</p> <p>SMART intervention – TA L2 5 hours per week - £2730</p> <p>TA support for English/maths TA L2 5 hours per week £2730</p>	<p>In Year 2 pupils are usually assessed in reading, Writing and mathematics and these results are submitted nationally and compared. These are known as Key Stage 1 assessments. We also test in grammar, punctuation and spelling. These tests provide a starting point to measure progress for the pupils as they move through the school. These are the Teacher Assessments for July 2020 (Be mindful of School Closure due to COVID 19 from March 2020)</p>	<p>Look at research on the EEF to develop intervention initiatives for GPVS.</p>



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		<p>Switched on reading – TA L2 4 hours per week - £2184 LEXIA – TA L2 2 hours per week – £1069.30</p> <p>Beanstalk reading intervention - £1712</p> <p>Individual daily phonics – TA L2 2 hours per week – £1069</p>	<p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in reading, writing and maths. In GPVS progress was not as strong as all other pupils. Attainment for the Pupil Premium group in this year group is in line with the non-Pupil Premium group at the expected level and above at greater depth.</p> <p>Attendance: Pupil Premium 91.8% Non-PP 96.2% Persistent Absence: Pupil Premium 30.8% Non-PP 6.25%</p> <p>Evaluation of the strategy Attainment and progress are in line apart from in GPVS. Attendance is still a concern in this year group.</p>	<p>Explore strategies for improving attendance of Pupil Premium pupils.</p>
3	21/54%	<p>£31, 814.50 SMART intervention – TA L2 5 hours per week x2- £5460</p> <p>TA support for English/maths TA L2 5 hours per week x2 £5460</p> <p>Switched on reading – TA L2 8 hours per week - £4368</p> <p>Vocabulary group – TA L2 1 hour per week – £534.65</p> <p>LEXIA – TA L2 2 hours per week – £1069.30</p> <p>Individual daily reading – TA L2 5 hours per week – £2730</p> <p>Individual daily phonics – TA L2 2 hours per week – £2730</p> <p>LEGO intervention HLTA 1 hours per week – £675.90</p>	<p>In Year 3 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments.</p> <p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in GPVS. In maths, reading & writing progress was not as strong as all other pupils. Attainment for the Pupil Premium group in this year group is lower than the non-Pupil Premium group.</p> <p>Attendance: Pupil Premium 92.7% Non-PP 96.2% Persistent Absence: Pupil Premium 19.1% Non-PP 22.2%</p> <p>Evaluation of the strategy The attainment gap is greatest in reading. Although the gap in attainment and progress has not decreased as much as was planned for, the confidence and engagement of the children involved in the Nurture group has increased greatly. It must also be noted that one of the Y3 teachers was poorly and off long term from October – January. This has impacted on progress of her class. Attendance for Pupil premium pupils has improved this year but the gap is still too large. It must be noted that 9/ 21 (43%) PP children are classed as SEND compared with 4/18 (22%) non pupil premium children.</p>	<p>Look at research on the EEF to develop intervention initiatives for reading, writing & maths.</p> <p>Explore strategies for improving attendance of Pupil Premium pupils.</p>



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		<p>Theraplay - HLTA 1 hours per week – £675.90</p> <p>Small group nurture and social skills activities – HLTA 12 hours per week – £8110.70</p>		
4	18/37%	<p>£23,652.75</p> <p>SMART intervention – TA L2 5 hours per week x2- £5460</p> <p>TA support for English/maths TA L2 5 hours per week x2 - £5460</p> <p>Switched on reading – TA L2 8 hours per week - £4368</p> <p>Vocabulary group – TA L2 1 hour per week – £534.65</p> <p>LEXIA – TA L2 2 hours per week – £1069.30</p> <p>Individual daily reading – TA L2 5 hours per week – £2730</p> <p>LEGO intervention HLTA 1 hours per week – £675.90</p> <p>Theraplay - HLTA 1 hours per week – £675.90</p> <p>Wider Opps – £2679</p>	<p>In Year 4 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments.</p> <p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in all areas. In reading & GPVS progress was not as strong as all other pupils. Attainment for the Pupil Premium group in this year group is lower than the non-Pupil Premium group.</p> <p>Attendance: Pupil Premium 94.2% Non-PP 97.7%</p> <p>Persistent Absence: Pupil Premium 22.2% Non-PP 0%</p> <p>Evaluation of the strategy</p> <p>The attainment gap is greatest in reading and writing. LEGO and theraplay interventions have impacted positively on the behaviour and self management of the pupils involved.</p> <p>7/18 (39%) PP children are classed as SEND compared with 4/31(13%) non pupil premium pupils.</p>	<p>Look at research on the EEF to develop intervention initiatives for reading & writing</p> <p>Explore strategies for improving attendance of Pupil Premium pupils.</p>
5	26/48%	<p>£22,062.15</p>	<p>In Year 5 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments.</p>	<p>Look at research on the EEF to</p>



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		<p>SMART intervention – TA L2 5 hours per week x2- £5460</p> <p>TA support for English/maths TA L2 5 hours per week x2 - £5460</p> <p>Switched on reading – TA L2 8 hours per week - £4368</p> <p>Vocabulary group – TA L2 1 hour per week – £534.65</p> <p>LEXIA – TA L2 2 hours per week – £1069.30</p> <p>Individual daily reading – TA L2 5 hours per week – £2730</p> <p>LEGO intervention HLTA 1 hours per week – £675.90</p> <p>Theraplay - HLTA 1 hours per week – £675.90</p> <p>FRIENDS intervention TA L3 1 hour per week – £386.40 Resource - £120</p> <p>Subsidise music lessons - £600</p>	<p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in all areas. Attainment for the Pupil Premium group in this year group is lower than the non-Pupil Premium group.</p> <p>Attendance: Pupil Premium 91.9% Non-PP 96.6% Persistent Absence: Pupil Premium 30.8% Non-PP 7.1%</p> <p>Evaluation of the strategy The attainment gap is the greatest in reading, writing and GPVS. Attendance still remains a concern. 9/26 (35%) of pupil premium pupils are classed as SEND 13/26(50%) of pupil premium pupils are classed as SEND/and or have significant social care involvement in the past year. This is compared to 5/28 (18%) of non- pupil premium pupils are classed as SEND/and or have significant social care involvement in the past year.</p>	<p>develop intervention initiatives for reading & writing</p> <p>Explore strategies for improving attendance of Pupil Premium pupils.</p>
6	23/49%	<p>£11,198.50</p> <p>SMART intervention – TA L3 5 hours per week - £3146.60</p>	<p>In Year 6 the pupils take tests that are externally marked in Reading and Mathematics, Grammar, punctuation and spelling. Writing remains a teacher assessment which if moderated, often by the Local Authority. These tests did not take place in 2020 due to the COVID 19 School Closure. These are the Teacher Assessments.</p>	



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	<p>TA support for English/maths TA L3 5 hours per week £3146.60</p> <p>Switched on reading – TA L3 6 hours per week - £3775.95</p> <p>Vocabulary group – TA L3 1 hour per week – £629.32</p> <p>Subsidise music lessons - £500</p>	<p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in all areas. Attainment for the Pupil Premium group in this year group is lower than the non-Pupil Premium group.</p> <table border="1" data-bbox="862 384 1805 651"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>61%</td> <td>88%</td> <td>70%</td> <td>88%</td> <td>70%</td> <td>83%</td> <td>74%</td> <td>83%</td> </tr> <tr> <td>GD</td> <td>26%</td> <td>29%</td> <td>17%</td> <td>17%</td> <td>26%</td> <td>25%</td> <td>26%</td> <td>35%</td> </tr> <tr> <td>Progress from KS1</td> <td style="background-color: green;"></td> <td style="background-color: green;"></td> <td style="background-color: green;"></td> <td style="background-color: green;"></td> <td style="background-color: green;"></td> <td style="background-color: green;"></td> <td style="background-color: grey;"></td> <td style="background-color: grey;"></td> </tr> </tbody> </table> <p>Attendance: Pupil Premium 96.2% Non-PP 97.1% Persistent Absence: Pupil Premium 4.4% Non-PP 4.2%</p> <p>Evaluation of the strategy</p> <p>The pupil premium children made good progress from their starting points. From KS1 to KS2 the gap at the expected level remained static but the gap at greater depth closed in all areas. Attendance improved this year.</p>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	61%	88%	70%	88%	70%	83%	74%	83%	GD	26%	29%	17%	17%	26%	25%	26%	35%	Progress from KS1									
	Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP																															
ARE	61%	88%	70%	88%	70%	83%	74%	83%																															
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Progress from KS1																																							

Review and evaluation of the impact of whole school strategies not already mentioned.

Strategy	Number of pupils	Cost	Impact	Next Steps/recommendations
Homework books	R – Y6 132	£2391	Engagement in homework improved dramatically with the introduction of the books.	An effective use of pupil premium. Continue with this next year.
Attendance officer	All years 164	£5,530.67 Training £150	Attendance systems are now embedded and robust. Parents are held to account more and as a result attendance is starting to improve.	Continue to monitor attendance, paying particular attention to Y1, 5 & 6.



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		£5680.67		
Specialist Music, Art and PE teaching	R-Y6 132	Music £13700 Art £12785 PE £9665 Total: £36150	Children are enthusiastic about these areas of the curriculum and are developing very good skills and knowledge. Confidence and self esteem is positively impacted.	An effective use of Pupil Premium funding.
Children's University	Y1-6 118	£650	Greater uptake to the programme. More pupil premium pupils accessing after school clubs and widening their interests.	An effective use of Pupil Premium funding.
Toast time	All years 132	£1700	All children have eaten something nutritious at the start of the day which ensures greater concentration levels.	An effective use of Pupil Premium funding.
Lexia	Y2 - 6	£1155	Children enjoy the programme and are enthusiastic about it. Data shows children make very good progress.	An effective use of Pupil Premium funding.
Drum lessons	Y3 -5	£1267	The group of children targeted have improved attendance and punctuality and self esteem has been positively impacted.	An effective use of Pupil Premium funding.
Accelerated reader	Y3 -6	£3000	This is not yet embedded but early signs are extremely positive.	An effective use of Pupil Premium funding.

Summary: how well are eligible pupils doing? Is the difference diminishing?

- The gap is remaining static in most year groups.

Summary of Proposed Actions for the 2020/21

- Narrow the gap in Reading, writing & GPVS
- Improve attendance and reduce PA of pupil premium pupils



Strategy for 2020-21

Based upon the evaluation of the outcomes from the previous academic year, research of projects for raising attainment and our own knowledge of what has worked well in our own academy the following strategy has been agreed:

1. Summary information for 2020-21					
Academy	Rainbow Forge Primary				
Pupil Premium Leader	Nina Sneddon				
Academic Year	2020 - 2021	Total PP budget	£176,080.00	Date of most recent PP Review	
Total number of pupils	350	Number of pupils eligible for PP	140	Date for next internal review of this strategy	

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as weak teaching, low attainment of whole cohort, etc)</i>	External barriers <i>(issues which also require action outside school, such as low attendance rates, high new EAL, mobility, social care and safeguarding)</i>
Poorer attitude to reading & writing and lower attainment in reading & writing at baseline than their peers results in lower attainment and progress than their peers in many cohorts	Significantly higher proportions of PP pupils' families have MAST/SC support for a range of reasons.
Higher proportions of PP pupils have SEND with issues relating to emotional regulation and social and communication; this impacts on learning in English and Maths	Persistent absenteeism is higher for PP children across the school.
High proportions of PP children have a poor vocabulary and limited language skills at baseline; impacting on learning across the curriculum.	Impact of school closure has impacted more greatly on disadvantaged pupils



3. Implementation and/or Impact of the curriculum – separate for each year group as each cohort has its own profile and needs.						
What do we want to achieve?			How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?
Year Group	Target	Success criteria	Intervention/provision			
Nursery 14 pupils	Increased parental involvement	Parents involved in children’s learning	Home visits Information sharing via Dojo	EEF research shows that good parental involvement has a positive benefit of +3 months	Early Years Foundation Stage Leader to monitor parental involvement on Dojo	Home visits EY leader & Family Liaison worker time £3060
	Improve children’s speaking skills and extend their vocabulary	Children will have a wider vocabulary and will be at ARE	Improve role play areas Improve staff interaction	The EEF has found that high quality interventions in Early Years has positive benefits. +5 months.	EYFS leader to monitor quality of provision and provide summary report to Pupil Premium Leader.	Staff training New role play areas & resources £1200
	Improve attendance and decrease PA of identified children	Improve the attendance of identified children ensure they are not PA by the end of the year	Teacher to liaise with parents of children absent from school.	DFE report from 2015 states that pupils with 100% are 1.6 times more likely to achieve ARE or above and 4.7 times more likely to achieve GD than pupils who are PA	Attendance monitoring, weekly and half termly	TOTAL: £4260
Year R 18 pupils	Improve attendance and decrease PA of identified children	Improve the attendance of identified children ensure they are not PA by the end of the year	Teacher to liaise with parents of children absent from school			
	Ensure PP children remain on track	75% EXS GLD	1:1 SMART daily intervention	Early Years Foundation Stage	SMART intervention in provision – 2x TA L2 5	



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	with a particular focus on to accelerate to ARE.	Reading, Maths & writing EXS 75%+		The EEF has found that high quality interventions in Early Years has positive benefits. +5 months.	Leader to analyse data each half term.	hours per week - £5460
	To ensure SEND children continue to make good progress from their starting points.	SEND children to make good progress from their starting points	LEAP	EEF research shows that oral language interventions have a positive benefit of +5 months	Early Years Foundation Stage Leader to analyse data each half term.	VIP & LEAP – L2 TA 2 hours per week - £1092
			VIP			
	Increased parental involvement in children’s learning	Parent & chil regularly access homework	Borromi	EEF research shows that good parental involvement has a positive benefit of +3 months	Weekly homework tracking	Borromi - £1000
		Parents attend the family learning course	Families connect	EEF research shows that good parental involvement has a positive benefit of +3 months	Attendance at parent workshops	Families Connect 3 hrs x 16 sessions Family Liaison worker £960
	Improve children’s emotional literacy and social skills	Children make good progress in CLL from their starting points	Theraplay	EEF research shows that social and emotional learning interventions have a positive benefit of +4 months	Early Years Foundation Stage Leader to analyse data each half term.	Theraplay – L2 TA 2 hours per week – £1092
			Time to talk	EEF research shows that social and emotional learning interventions have a positive benefit of +4 months	Early Years Foundation Stage Leader to analyse data each half term.	Time to Talk – TA L2 2 hours per week - £1092
	Remove potential barriers to learning - staff use knowledge of the child and family circumstances to	Pupils make good progress fro their starting points	Home visits	The EEF has found that high quality interventions in Early Years has positive benefits. +5 months.	Early Years Foundation Stage leader to monitor quality of provsion and provide summary report to	Home visits EY leader & Family Liaison Worker time £3060



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	plan learning opportunities				Pupil Premium Leader.	TOTAL: £13, 756
Year 1 14 pupils	Improve attendance and decrease PA of identified children	Attendance of identified children is at least above 90%	Teacher to liaise with parents of children absent from school	DFE report from 2015 states that pupils with 100% are 1.6 times more likely to achieve ARE or above and 4.7 times more likely to achieve GD than pupils who are PA	Attendance monitoring, weekly and half termly	
	Ensure PP children remain on track to make good or better progress from their starting points	68% Reading 65% Writing 71% Maths achieving ARE at the end of the year	1:1 SMART daily intervention	EEF research shows that 1:1 tuition has positive benefit of +5 months	Phase Leader to analyse data each half term. Pupil progress meetings half termly	SMART intervention – TA L2 5 hours per week - £2730
			TA focus - English/Maths	EEF research shows that TA support for learning has positive benefit of +1 month	Phase Leader to monitor intervention and progress in books twice a half term.	TA support for English/maths TA L2 5 hours per week £2730
	Ensure children read regularly and improve confidence and fluency	100% children read at home and/or school everyday	Daily reading	EEF research shows that 1:1 tuition has positive benefit of +5 months	Reading & Phonics Leader to monitor the Reading tracker	Individual daily reading – TA L2 5 hours per week – £2730
	Improve phonics skills	65%+ pass the phonics screen	Phonics intervention	EEF research shows that 1:1 tuition has positive benefit of +5 months	Reading & Phonics Leader to monitor half termly test scores	Phonics intervention – TA L2 5 hours per week - £2730
						TOTAL: £13, 650
Year 2 16 pupils	Improve attendance and reduce the percentage of PA	Attendance of identified children is at least above 90%	Teacher to liaise with parents of children absent from school	DFE report from 2015 states that pupils with 100% are 1.6 times more likely to achieve ARE or above and 4.7 times more likely to achieve GD than pupils who are PA	Attendance monitoring, weekly and half termly	



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Ensure PP children remain on track /accelerate to ARE	69% Reading 65% Writing 69% Maths achieving ARE at the end of the year	TA focus - English/Maths	EEF research shows that TA support for learning has positive benefit of +1 month	Phase leaders to monitor intervention and progress in books twice a half term.	TA support for English/maths TA L2 5 hours per week £2730
		1:1 SMART daily intervention	EEF research shows that 1:1 tuition has positive benefit of +5 months	Phase leader to analyse data each half term and report to PP leader	SMART intervention – TA L2 5 hours per week - £2730
Ensure SEND children continue to make good progress from their starting points.	SEND children to achieve make good progress from their starting points	Switched On	EEF research shows that Switched on Reading has a positive benefit of +4 months	Phase leaders to monitor intervention data half termly	Switched on reading – TA L2 4 hours per week - £2184
		Lexia	EEF research shows that using digital technology has a positive benefit of +4 months	Phase leaders to monitor intervention data half termly	LEXIA – TA L2 2 hours per week – £1069
Improve phonics skills	90%+ pass the phonics screen	Phonics group	EEF research shows that phonics has a positive benefit of +4 months	Reading & Phonics Leader to monitor intervention data half termly	Phonics intervention – TA L2 5 hours per week – £2730
Ensure children read regularly and improve confidence and fluency	100% children read at home and/or school everyday	Daily reading	EEF research shows that 1:1 tuition has positive benefit of +5 months	Reading & Phonics Leader to monitor intervention data half termly	Individual daily reading – TA L2 5 hours per week – £2730
		Beanstalk 321 reading intervention	EEF research shows that 1:1 tuition has positive benefit of +5 months	Reading & Phonics Leader to monitor intervention data half termly	Beanstalk reading intervention - £1700
					TOTAL: £ 14, 173



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Year 3 14 pupils	Improve attendance and reduce the percentage of PA	Attendance of identified children is at least above 90%	Teacher to liaise with parents of children absent from school	DFE report from 2015 states that pupils with 100% are 1.6 times more likely to achieve ARE or above and 4.7 times more likely to achieve GD than pupils who are PA	Attendance monitoring, weekly and half termly	
	Ensure PP children remain on track /accelerate to ARE	77% Reading 71% Writing 79% Maths achieving ARE at the end of the year	TA focus - English/Maths	EEF research shows that TA support for learning has positive benefit of +1 month	Phase leaders to monitor intervention and progress in books twice a half term.	TA support for English/maths TA L2 5 hours per week £2730
			1:1 SMART daily intervention	EEF research shows that 1:1 tuition has positive benefit of +5 months	Phase leader to analyse data each half term and report to PP leader	SMART intervention – TA L2 5 hours per week - £2730
	Ensure SEND children continue to make good progress from their starting points.	SEND children to achieve make good progress from their starting points	Switched On	EEF research shows that Switched on Reading has a positive benefit of +4 months	Phase leaders to monitor intervention data half termly	Switched on reading – TA L2 4 hours per week - £2184
			Lexia	EEF research shows that using digital technology has a positive benefit of +4 months	Phase leaders to monitor intervention data half termly	LEXIA – TA L2 2 hours per week – £1069
	Improve phonics skills	90%+ pass the phonics screen	Phonics group	EEF research shows that phonics has a positive benefit of +4 months	Reading & Phonics Leader to monitor intervention data half termly	Phonics intervention – TA L2 5 hours per week – £2730
	Ensure children read regularly and improve confidence and fluency	100% children read at home and/or school everyday	Daily reading	EEF research shows that 1:1 tuition has positive benefit of +5 months	Reading & Phonics Leader to monitor intervention data half termly	Individual daily reading – TA L2 5 hours per week – £2730
	Improve children’s emotional literacy	Improvement from starting points	Theraplay	EEF research shows that social and emotional learning interventions have a positive benefit of +4 months	Phase leaders to monitor	Theraplay intervention L3 TA 1 hours per week – £675



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					intervention data half termly	Total: £14, 848
Year 4 21 pupils	Improve attendance and reduce the percentage of PA	Attendance of identified children is at least above 90%	Teacher to liaise with parents of children absent from school	DFE report from 2015 states that pupils with 100% are 1.6 times more likely to achieve ARE or above and 4.7 times more likely to achieve GD than pupils who are PA	Attendance monitoring, weekly and half termly	
	Ensure PP children remain on track /accelerate to ARE	57% Reading 57% Writing 62% Maths achieving ARE at the end of the year	TA focus - English/Maths	EEF research shows that TA support for learning has positive benefit of +1 month	Phase leaders to monitor intervention and progress in books twice a half term.	TA support for English/maths TA L2 5 hours per week £2730 TA L3 5 hours per week £3375
			1:1 SMART daily intervention	EEF research shows that 1:1 tuition has positive benefit of +5 months	Phase leader to analyse data each half term and report to PP leader	SMART intervention – TA L2 5 hours per week - £2730 TA L3 3 hours per week £2025
	Ensure SEND children continue to make good progress from their starting points.	SEND children to achieve make good progress from their starting points	Switched On	EEF research shows that Switched on Reading has a positive benefit of +4 months	Phase leaders to monitor intervention data half termly	Switched on reading – TA L2 4 hours per week - £2184
			Lexia	EEF research shows that using digital technology has a positive benefit of +4 months	Phase leaders to monitor intervention data half termly	LEXIA – TA L2 2 hours per week – £1069
	Improve phonics skills	90%+ pass the phonics screen	Phonics group	EEF research shows that phonics has a positive benefit of +4 months	Reading & Phonics Leader to monitor intervention data half termly	Phonics intervention – TA L2 5 hours per week – £2730
	Ensure children read regularly and	100% children read at home	Daily reading	EEF research shows that 1:1 tuition has positive benefit of +5 months	Reading & Phonics Leader to monitor	Individual daily reading – TA L2 5 hours per week – £2730



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	improve confidence and fluency	and/or school everyday			intervention data half termly	TA L3 3 hours per week £2025
	Improve children's emotional literacy	Improvement from starting points	Theraplay	EEF research shows that social and emotional learning interventions have a positive benefit of +4 months	Phase leaders to monitor intervention data half termly	Theraplay intervention L3 TA 1 hours per week – £675
	Improve children's team work and social skills	Improvement from starting points	Lego Therapy	EEF research shows that social and emotional learning interventions have a positive benefit of +4 months	Phase leaders to monitor intervention data half termly	LEGO intervention L3 TA 1 hours per week – £675
	Provide opportunity to learn to play a musical instrument	Children learn the basics of playing a musical instrument	Wider Opps	EEF research shows that arts participation has a positive benefit of +2 months	Music leader to liaise with teacher and monitor progress	Wider Opps – £1168
						Total: £18, 011
Year 5 18 pupils	Improve attendance and reduce the percentage of PA	Attendance of identified children is at least above 90%	Teacher to liaise with parents of children absent from school	DFE report from 2015 states that pupils with 100% are 1.6 times more likely to achieve ARE or above and 4.7 times more likely to achieve GD than pupils who are PA	Attendance monitoring, weekly and half termly	
	Ensure PP children remain on track /accelerate to ARE	61% Reading 61% Writing 68% Maths achieving ARE at the end of the year	TA focus - English/Maths	EEF research shows that TA support for learning has positive benefit of +1 month	Phase leaders to monitor intervention and progress in books twice a half term.	TA support for English/maths TA L2 5 hours per week £2730 TA L3 5 hours per week £3375
			1:1 SMART daily intervention	EEF research shows that 1:1 tuition has positive benefit of +5 months	Phase leader to analyse data each half term and report to PP leader	SMART intervention – TA L2 5 hours per week - £2730 TA L3 5 hours per week £3375
			Switched On			



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Ensure SEND children continue to make good progress from their starting points.	SEND children to achieve make good progress from their starting points		EEF research shows that Switched on Reading has a positive benefit of +4 months	Phase leaders to monitor intervention data half termly	Switched on reading – TA L2 4 hours per week - £2184 TA L3 2 hours per week £1350
		Lexia	EEF research shows that using digital technology has a positive benefit of +4 months	Phase leaders to monitor intervention data half termly	LEXIA – TA L2 2 hours per week – £1069
Improve phonics skills	90%+ pass the phonics screen	Phonics group	EEF research shows that phonics has a positive benefit of +4 months	Reading & Phonics Leader to monitor intervention data half termly	Phonics intervention – TA L2 5 hours per week £2730
Ensure children read regularly and improve confidence and fluency	100% children read at home and/or school everyday	Daily reading	EEF research shows that 1:1 tuition has positive benefit of +5 months	Reading & Phonics Leader to monitor intervention data half termly	Individual daily reading – TA L2 5 hours per week – £2730
Improve children’s emotional literacy	Improvement from starting points	Theraplay	EEF research shows that social and emotional learning interventions have a positive benefit of +4 months	Phase leaders to monitor intervention data half termly	Theraplay intervention L3 TA 1 hours per week – £675
Improve children’s team work and social skills	Improvement from starting points	Lego Therapy	EEF research shows that social and emotional learning interventions have a positive benefit of +4 months	Phase leaders to monitor intervention data half termly	LEGO intervention L3 TA 1 hours per week – £675
Subsidise music tuition	Children learn to play a musical instrument	Music tuition	EEF research shows that arts participation has a positive benefit of +2 months	Music leader to liaise with teacher and monitor progress	£ 400
					Total: £24, 023



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Year 6 26 pupils	Improve attendance and reduce the percentage of PA	Attendance of identified children is at least above 90%	Teacher to liaise with parents of children absent from school	DFE report from 2015 states that pupils with 100% are 1.6 times more likely to achieve ARE or above and 4.7 times more likely to achieve GD than pupils who are PA	Attendance monitoring, weekly and half termly	
	Ensure PP children remain on track /accelerate to ARE	73% Reading 62% Writing 73% Maths achieving ARE at the end of the year	TA focus - English/Maths	EEF research shows that TA support for learning has positive benefit of +1 month	Phase leaders to monitor intervention and progress in books twice a half term.	TA support for English/maths 2x TA L2 5 hours per week £5460
			1:1 SMART daily intervention	EEF research shows that 1:1 tuition has positive benefit of +5 months	Phase leader to analyse data each half term and report to PP leader	SMART intervention – TA L2 5 hours per week - £2730
	Ensure SEND children continue to make good progress from their starting points.	SEND children to achieve make good progress from their starting points	Switched On	EEF research shows that Switched on Reading has a positive benefit of +4 months	Phase leaders to monitor intervention data half termly	Switched on reading – TA L2 4 hours per week - £2184
			Lexia	EEF research shows that using digital technology has a positive benefit of +4 months	Phase leaders to monitor intervention data half termly	LEXIA – TA L2 1 hours per week – £535
	Improve phonics skills	90%+ pass the phonics screen	Phonics group	EEF research shows that phonics has a positive benefit of +4 months	Reading & Phonics Leader to monitor intervention data half termly	Phonics intervention – TA L2 3 hours per week – £1638
	Ensure children read regularly and improve confidence and fluency	100% children read at home and/or school everyday	Daily reading	EEF research shows that 1:1 tuition has positive benefit of +5 months	Reading & Phonics Leader to monitor intervention data half termly	Individual daily reading – TA L2 5 hours per week – £2730



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	Improve children's emotional literacy	Improvement from starting points	Friends	EEF research shows that social and emotional learning interventions have a positive benefit of +4 months	Phase leaders to monitor intervention data half termly	FRIENDS intervention TA L3 1 hour per week – £675 Resource - £120
	Improve children's team work and social skills	Improvement from starting points	Lego Therapy	EEF research shows that social and emotional learning interventions have a positive benefit of +4 months	Phase leaders to monitor intervention data half termly	LEGO intervention L3 TA 1 hours per week – £675
	Subsidise music tuition	Children learn to play a musical instrument	Music Tuition	EEF research shows that arts participation has a positive benefit of +2 months	Music leader to liaise with teacher and monitor progress	£400
						Total: £17, 147
TOTAL: £119, 868						

Whole School Initiatives	How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
Accelerated Reader	On-line tool to monitor and encourage pupils to read more books in KS2	Research for the EEF shows that this initiative raises attainment by +5 months for eligible pupils and +3 months for all pupils.	Reading & Phonics Leader to monitor reading statistics from on-line information. Report to SLT.	% cost £2761
Bug Club	On-line tool to monitor and encourage pupils to read more books in EYFS & KS 1	Research for the EEF shows that this initiative raises attainment by +5 months for eligible pupils and +3 months for all pupils.	Reading & Phonics Leader to monitor reading statistics from on-line information. Report to SLT.	% cost £395
Raise attendance	Attendance officer	Attendance has been identified as being a barrier to learning. Too many of our eligible Pupil Premium pupils are not in school enough. The dedicated time to support our families has and will continue to improve the attendance rates.	Half termly reports including evaluations and actions.	42% of pupils are Pupil Premium 50% of cost- as more time spent with eligible pupils. £8650



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Raise attainment in reading, writing & maths	R – Y6 Homework books	EEF research shows that homework has a positive benefit of +2 months EEF research shows that parental involvement has a positive benefit of +3 months	Phase leaders to monitor half termly	£2391
Raise engagement in school life and confidence	Specialist Music, Art and MFL teaching	EEF research shows that arts participation has a positive benefit of +2 months.	Pupil voice – pupil survey in Spring term. Feedback to school council Enhanced Learning leader to monitor attendance at after school clubs half termly	Music £13700 Art £12785 PE £9665 Total: £36150
Ensure participation and enrich extra curricular learning opportunities	Children’s university	Encourage children to take part in sport, art and learning clubs after school. EEF research shows that arts participation has a positive benefit of +2 months EEF research shows that extending school time has a positive benefit of +2 months	Termly monitoring of data	£650
Ensure participation on visits to enrich the curriculum	Subsidise travel costs for school visits			£2560
Improve reading attainment	Lexia	EEF research shows that using digital technology has a positive benefit of +4 months	Assessment leader & SENCO half termly	£1155
Increase engagement and participation in music	Drum lessons	EEF research shows that arts participation has a positive benefit of +2 months.	Music leader to liaise with teacher and monitor progress	£1500
		Total		£56, 212