

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Zouch Academy
Number of pupils in school	429
Proportion (%) of pupil premium eligible pupils	34 (9%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2019 - 2021
Date this statement was published	3.11.21
Date on which it will be reviewed	July 22
Statement authorised by	Nina Johnson
Pupil premium lead	Neil Morris-Double
Governor / Trustee lead	Jen Hopkins

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50997
Recovery premium funding allocation this academic year	£5800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7331
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£58328 <b>£88350 – Service PPG</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intent for our pupil premium funding is to provide the children with quality first teaching that builds upon prior learning and secures knowledge and skills so that children can remember more, supporting them in becoming lifelong learners. We have built an environment where all children will leave our school with a sense of belonging where they have the values, confidence and skills to make decisions, self-evaluate, make connections and become purposeful citizens, especially those from disadvantaged backgrounds. We aim to inspire all children to have big ambitions and high expectations of themselves through a strong, focused curriculum that is delivered by highly trained, passionate adults.

As a school, we aim to raise the attainment of our disadvantaged children through assuring that teaching and learning opportunities meet all children's needs. Accurate assessments, robust data analysis and pupil progress meetings will ensure that children needing support are identified and provision put into place in order to close the attainment gap.

Our Pupil Premium Funding allows us to provide our children with; The quality first teaching that all children deserve, relevant and up-to-date CPD opportunities for teachers and support staff, academic interventions where required and social, emotional (including ELSA) and behavioural support for children and families through our highly effective inclusion team and a variety of experiences and cultural capital for children who may not otherwise engage in such opportunities

Since the impact of pandemic will take time to manifest itself within some children all staff will use skills and knowledge from Trauma and recovery curriculum training to support children's well-being and intervene quickly with both catch up and keep up interventions when they become apparent. We will strive to support each child by quality first teaching and strong relationships with both children and parents to triangulate approaches and support. A huge part of this support will come from a highly effective pastoral team including a inclusion manager, ELSA and FSW.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Further gaps in learning due to school closures and restrictions in place. Based on our latest assessment 59% of children are on track in maths, 54% in writing and 58% in reading. Fluency in reading is a barrier across the school, especially in KS1 and stamina and spelling are a barrier in writing across the school.
2	High number of SEND children (20% of all pupils / 24% of PP). 17% of our SEN PP children are working below the level for the age. Children need

	robust, adaptable interventions to ensure progress is made and the gap is closed.
3	Lack of real experiences in terms of trips, visitors combined with lack of experiences due to COVID. Restrictions limited the external experiences that we usually offer and that, combined with the lockdown has negatively impacted our children's cultural capital.
4	Lack of resilience amongst children and the negative impact on learning behaviours. Since the return to school after the third lockdown we identified resilience across the school had been impacted and was having an effect on learning behaviours around the school, therefore impacting children's ability to access the learning.
5	Emotional stability, well-being and availability to learn. Following the first lockdown we had to double the time our counsellors spent in school and increase the time we spent in school supporting the mental health of our children. 79% of our school, 15% of our PP children accessed support from our ELSA last year and staff have identified the continued need for this.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
All staff will be aware of PP children and will plan to ensure progress is made through quality first teaching and robust interventions.	<ul style="list-style-type: none"> <li>All children to make good progress in reading, writing and maths.</li> <li>Clear progress from Baseline to KS1/KS2.</li> <li>Staff to be aware of key groups and provide timely interventions and support to ensure rapid progress in reading, writing and maths.</li> <li>Resources available to support teaching will be of a high quality and will help scaffold the learning.</li> </ul>
Quality First Teaching is available to all children. Planning lesson sequences demonstrate clear learning journeys. Where necessary, pupils will experience pre-teaching in preparation for lessons and to build on previous learning. The curriculum has been redesigned to provide a more coherent learning journey, enabling children to make better links in their learning, and to give children consistency in learning across subjects.	<ul style="list-style-type: none"> <li>Internal assessments, learning walks, observations and pupil books will show consistent progress from starting points</li> <li>Pupils are able to articulate and demonstrate their previous and new learning with accuracy</li> <li>Adaptations to the curriculum will demonstrate increased fluency in reading and maths fluency.</li> <li>Adaptations to learning will be evident in planning, teaching and on direct marking sheets contributing to improved outcomes.</li> </ul>
All children will be emotionally available to learn and feel that their mental well-being is supported by all adults in school.	<ul style="list-style-type: none"> <li>Children will have access to support in the form of an ELSA, Thrive trained staff and highly effective relationships with adults and children in the school.</li> <li>Parents will be provided with support via our inclusion manager and family support worker.</li> <li>Resilience of children will be developed through coaching.</li> <li>Children will have access to specialist support to develop their emotional resilience.</li> </ul>

<p>All children will develop their pleasure in reading and the profile of reading raised through classroom activities and the introduction of a KS1 library.</p>	<ul style="list-style-type: none"> <li>• Increased opportunities to read for pleasure.</li> <li>• Targeted interventions for children who see reading as a barrier.</li> <li>• Evidence will show progress in reading attainment.</li> <li>• Target readers will focus on different key groups throughout the year.</li> </ul>
<p>SENCO will have time to support, monitor and improve the provision for our SEN pupils.</p>	<ul style="list-style-type: none"> <li>• Highly effective TA to cover SENCO's class to ensure time is given to the SENCO roll.</li> <li>• Teachers and pupils will have support and guidance for their SEN pupils.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All children, regardless of variability, are exposed to quality first teaching and learning combined with timely catch up and keep up interventions.</p> <p><b>Actions/Approach</b> Whole School Approach. A relentless approach to achieving and maintaining consistent quality first teaching across the school by: Regularly reviewing teaching and learning, through book scrutinies, learning walks and lesson observations. Providing targeted training and CPD both in house and externally for teachers and TA's. Evaluating and reviewing targets for teachers regularly. Regular progress meeting and targeted interventions for those students that are not making expected progress and to extend children identified as having the potential to reach GD.</p>	<p>"Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and effective feedback methods". (Education Endowment Foundation 2018)</p>	<p>1,2</p>
<p>Children are exposed to a broad and balanced curriculum taught by highly trained adults and given wider opportunities for exploring arts and culture.</p> <p><b>Actions/Approach</b> Subject leaders have adapted our curriculum to ensure progression within years and across the school. Foundation subjects are well planned and delivered to the highest standard ensuring a broad and balanced curriculum that celebrates all learning and promotes creativity.</p>	<p>Children are exposed to a broad and balanced curriculum taught by highly knowledgeable adults and given wider opportunities for exploring arts and culture.</p>	<p>1,3</p>

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 43992

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEN and PP children supported through the employment of an Inclusion Manager who will work alongside teachers to support children with additional needs.</p> <p><b>Actions/Approach</b> An element of our Inclusion Manager's salary who works to support and direct targeted interventions put in place by class teachers, monitoring of SEN children through progression mapping and standardised testing. SEN PP pupils are supported to make greater levels of progress and efforts made to remove the barriers to learning and attendance.</p>	<p>Current Inclusion Manager has supported teachers in the application for ECHPs with a 100% of applications being accepted. Inclusion Manager offers invaluable expertise in supporting teachers with strategies and resources to support children and coordinating external support. In line with our School Development Plan strong relationships between school and parents will lead to increased engagement and confidence in our provision leading to better outcomes.</p>	<p>1,2</p>
<p>Employing a specialist Family Support Worker to work with our vulnerable families to develop parenting skills and ensure families gain access to the housing, benefits and health care they are entitled to.</p> <p><b>Actions/Approach</b> Family Support Worker to work with individual families using targeted support based on need.</p>	<p>Our Family Support Worker is highly skilled and has supported a great number of families since starting and is highly valued by those she works with. Case studies show great impact on the families supported by the Family Support Worker in their individual circumstances. Evidence also shows a positive impact on the academic achievement of pupils involved. (Feedback 2020/21)</p>	<p>1,2,4</p>
<p>Employing an Emotional Literacy Support Assistant (ELSA) to allow targeted interventions for individual children and small groups.</p> <p><b>Actions/Approach</b> Targeted intervention for individual children and small</p>	<p>Moran (2010), Geddes (2005) and Bomber (2007; 2010) all highlight the key role adults can play in supporting young people to develop self-awareness, express their emotions and find their own solutions. ELSA work this year has allowed a large number of children to access learning and succeed in understanding their own feelings. ELSA is highly valued by parents and children. ELSA has also supported staff with the</p>	<p>£35546 1,2,4,5</p>

groups to support PP children with additional emotional needs both long term and short term. Link with Family Support	introduction of ELSA skills and embedded them within classrooms.	
<p>Behavioural / emotional support using a counselling service.</p> <p><b>Actions/Approach</b></p> <p>Key support staff to employ a range of strategies and resources to help pupils develop self-regulation of behaviour and to make positive choices. Helping students to become more independent in managing their emotions and reactions to events in school and life.</p>	The evidence from the EEF indicates that the impact is greater for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies	5 £5000
<p>Cover costs for TA to ensure SENCo has time out each week to support education for SEN pupils through robust monitoring, CPD and communication time between providers and support agencies.</p> <p><b>Actions/Approach</b></p> <p>Each week our SENCo will have an extra afternoon out to support her leadership and support of children with special educational needs.</p>	In line with our SDP we want to ensure the best support is offered to key groups within our school through robust monitoring, high quality CPD and tailored support. Ensuring time is available to do this is essential.	1,2 £1100
The purchase of 286 guided reading books that are in line with our new phonics program.	<p>We have noticed that reading skills need significant support since returning from lockdown and to ensure that children reading is developed we need sets of books that are in line with their phonics attainment.</p> <p>New sets of books will be purchased, supporting resources created and robust training received by all adults involved in the teaching of reading.</p>	1 £1266
Development of MFL within KS2 classrooms through the re-introduction of a French	We wish to support the teaching of languages for all our KS2 students with a qualified French teacher. We know that this will support pupils	1 £900

language teacher to support the teaching of MFL weekly.	access to the MFL curriculum but also develop their vocabulary and comprehension skills.	
Support SEN children through the use of Widget.	SENCO to support the training of staff in using Widget to support the learning of our SEN children leading to better outcomes.	2 £180

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 14554

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>For all children to be independent, ambitious and resilient learners through regular coaching and support.</p> <p><b>Actions/Approach</b></p> <p>Local link and inspirational friend Jordan Wylie will be employed by the school to run whole school and smaller groups sessions developing understanding of resilience and supporting children to build their resilience through a mentor/coaching approach.</p>	<p>There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from disadvantaged backgrounds tend to have weaker non-cognitive skills than their peers. A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement. This combined with our own observation of our pupils during the pandemic show that resilience is a barrier to learning.</p>	<p>4,5</p> <p>£1000</p>
<p>For all children to enjoy reading and have the opportunity to read for pleasure whilst at school.</p> <p><b>Actions/Approach</b></p> <p>Promoting enjoyment for reading through engaging, inspiring and exciting reading areas that support reading for pleasure.</p>	<p>In the "Research Evidence for reading for pleasure" it is clear that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011) and There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007). Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006). Within school we have identified gaps in all year groups in decoding and comprehension. To combat this we wish to raise the profile of reading and give our children opportunities to connect with books.</p>	<p>1,3</p> <p>£4000 new library equipment £1554 books for the library</p>
<p>For all children to have the same opportunities and experiences that support learning both academically, socially and emotionally.</p>	<p>The pandemic has further distanced the gap between those children who experience a wide range of activities outside of school and we want to ensure all our children have the opportunity to experience things that they may not get the chance to at home.</p>	<p>3</p> <p>£3750</p>



<b>Actions/Approach</b>  All year groups will have a set budget to support and lower the costs of trips and visitors ensuring all children have access to high quality and engaging experiences no matter their financial background.		
Supporting parents with wrap around care and financial support.  BC ASC Milk	We understand the importance of wrap around care within our community and believe it is our duty to support as much as we can with this.	£3250
The development of an area that will be used to support the emotional availability of our pupils.	By turning our garden into a place of reflection / remembrance we hope to develop the self-regulation of our pupils that struggle to be emotionally available to learn and understand the importance of getting this right for them.	4,5 £1000

**Total budgeted cost: £ 58546**

### **Service Pupil Premium Grant**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Key support staff to employ a range of strategies and resources to help pupils develop self-regulation of behaviour and to make positive choices. Helping students to become more independent in managing their emotions and reactions to events in school and life.	The evidence from the EEF indicates that the impact is greater for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies.	4,5
A large portion of our service PPG is spent on our FSW, ELSA and inclusion manager for the reasons outlined above.		5,2,1

**Total budgeted cost: £ 88350**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

#### Quality of Teaching for All

**Desired outcome**

All Pupil Premium children to make the same amount of progress as their peers and fulfil their academic potential based on their relative starting points.

**Chosen action/approach**

Allocated class TA support, including interventions for every year group – Supporting non-negotiables of Quality First Teaching.

Continued development of quality first teaching through our teaching and learning principles.

Parents to be provided with clear and timely information on how well their child is progressing and how well they are doing in relation to the expected standards.

**Cost £0****Impact**

All parents attended remote parent evenings where their children's progress was explicitly discussed and areas for development following the lockdown were advised.

Teaching across the school is of a high quality and evidence of our teaching and learning principles impact on all children is strong.

PPM focused on detailed key questions for each teacher based on last official data points to ensure teachers know where the gaps were and planned for accordingly.

Every class has a full time TA who are effectively trained and supported through quality CPD and in-house training by subject leaders.

TA performance management shows that staff are highly skilled, passionate and effective in their roles.

Children speak highly of the support available to them.

Attainment has been tracked through robust PPM and effective assessment procedures by all teachers and SLT following the lockdown in term 3 and 4.

Staff have been directed to support both in and out of school in order to best support children.

All year groups have interventions to support those children that need to make accelerated progress. SEN children have detailed intervention provision maps that are monitored regularly by our Senco and show all children making progress against their targets.

Reading assessments have become more robust and data from them has supported teacher's understanding and subsequent planning adapted to ensure progress is made.

Due to lock down and staffing issues data is intermittent across the school. TAs have worked to support children in class for English and maths work and children have been withdrawn during the afternoons for intervention work. There has been some impact on interventions since lockdown due to staff having to isolate.

Reading Ave KPI	Writing Ave KPI	Maths Ave KPI
Y1 PP Non PP 8.2	Y1 PP Non PP 8.6	Y1 PP Non PP 18.5
Y2 PP 8.2 Non PP 7.5	Y2 PP 9.5 Non PP 8.5	Y2 PP 19.5 Non PP 17.8
Y3 PP 6.5 Non PP 7.7	Y3 PP 6.2 Non PP 7.1	Y3 PP 9.8 Non PP 13.7
Y4 PP 4.2 Non PP 6.4	Y4 PP 3.8 Non PP 7.3	Y4 PP 7.6 Non PP 16.5
Y5 PP 4.2 Non PP 6.2	Y5 PP 6.4 Non PP 9	Y5 PP 9.6 Non PP 16.1
Y6 PP 4.6 Non PP 5.9	Y6 PP 10.7 Non PP 11.5	Y6 PP 16.3 Non PP 20

### Targeted Support

#### Desired outcome

To ensure learning is supported by high quality resources that encourage quick progression in skills acquisition.

#### Chosen action/approach

The purchase of resources to widen the offering of engaging continuous provision will allow children in EYFS high quality learning opportunities.

**Cost** £1356.12

#### Impact

Both EYFS classes have access to engaging resources that are used by highly effective practitioners to support teacher and child led learning within the early years' environment. Children have access to resources that encourage reading, writing and exploration of numbers as well as social and communication skills.

#### Desired outcome

To improve engagement with the arts through completing the Art Award scheme.

#### Chosen action/approach

Through progressing through the five levels, young people get to:

- discover the enjoyment of creating and participating in arts activities
- experience arts events
- develop creative and communication skills that are essential for success in 21st century life
- explore the work of artists and craftspeople and gain insights into the professional arts world
- gain experience and knowledge to help progress into further education and employment

**Cost:** £388

#### Impact

All children have participated in a range of art activities and investigated a range of different artists and art forms. All children (from R-Y6) completed and achieved the 'Discover' award and the 58 year 5 children completed and achieved the 'Explore' award.

They have all received a certificate from the arts award council for their achievement and it is a national qualification.

#### Desired outcome

SEN and PP children supported through the employment of an Inclusion Manager who will work alongside teachers to support children with additional needs.

#### Chosen action/approach

An element of our Inclusion Manager's salary who works to support and direct targeted interventions put in place by class teachers. Monitoring of SEN children through progression mapping and standardised testing. PP pupils are supported to make greater levels of progress and efforts made to remove the barriers to learning and attendance.

Effective communication with outside agencies to ensure the best support is given to our pupils.

**Impact**

Lockdown slowed LA capacity to support with applications. Even with this barrier, our Inclusion Manager has secured 18 EHCPs, has 7 currently awaiting work from LA, has 4 been submitted and has 5 more currently been collated. The funding and support these bring to the children in our school is invaluable. Mentoring of our SENCO has continued which is strengthening the school's capacity to support both parents and teachers to better support SEN pupils.

Progress amongst SEN children is visible in assessments and within progression maps.

SEN children making progress in Core Subjects combined in 2020 (last official end of year data).

Year 1: 100%

Year 2: 62.5%

Year 3: 100%

Year 4: 100%

Year 5: 71%

Year 6: 86%

**Desired outcome**

Employing a specialist Family Support Worker to work with our vulnerable families to develop parenting skills and ensure families gain access to the housing, benefits and health care they are entitled to.

**Chosen action/approach**

Family Support worker to work with individual families using targeted support based on need.

**Impact**

FSW has supported 68 families over the course of the year working on individual needs, guiding parents to training and information, improving mental health and developing positive relationships in the community. 10 of the children are from pupil premium families. All parents value the support given by FSW and are incredibly positive about the impact according to parent voice.

Support from the FSW has continued throughout the lockdown in term 3 and 4, providing an invaluable support network for our school community. Identified vulnerable families were contacted weekly, and some daily throughout the lockdown.

**Desired outcome**

Employing an Emotional Literacy Support Assistant (ELSA) to allow targeted interventions for individual children and small groups.

**Chosen action/approach**

Targeted intervention for individual children and small groups to support PP children with additional emotional needs both long term and short term. Link with Family Support Worker to embed work in the family home.

**Impact**

Pupils within the school are aware of our ELSA and the reason for the role. Pupil Voice shows that children value the support given by the ELSA and that it has had a positive impact on their school life. All adults are aware of the ELSA role and will direct children to the ELSA to support with concerns raised. 79% of children supported were on the Service Premium register and 15% were on the Pupil Premium register.

During lockdown welfare calls have been made whenever needed and support given to staff whilst working remotely.

Throughout the lockdown ELSA was set up and monitored through a blog for the children that saw high engagement and provided recovery activities to support the well-being of our children.

**Cost:** £36965

**Desired outcome**

Pupils will be able to self-regulate and are supported emotionally leading to an increased availability to learn.

**Chosen action/approach**

Key support staff to employ a range of strategies and resources to help pupils develop self-regulation of behaviour and to make positive choices. Helping students to become more independent in managing their emotions and reactions to events in school life

**Cost:** £9212.50

**Impact**

Counsellors have offered tailored, effective counselling for 35 of our children this year and have continued to offer their support throughout the lockdown. Our counsellors will also be offering support over the summer.

Children speak highly of their time with their counsellors and value the support they offer. Our counsellors have ensured the children they work with develop their coping strategies allowing them to be emotionally available to access the learning in school.

**Desired outcome**

To improve engagement, motivation and add another layer to the provision through the use of technology.

**Chosen action/approach**

Support through the loaning of technology to parents during lockdown. Support for parents with difficulty accessing the internet.

**Cost:** £684.8

**Impact**

All 18 families that needed devices to access remote learning effectively were supported through government/PP funded devices that ensured all children could access learning. Upon returning, technology within school was used to support 'keep up' interventions and 'catch up' interventions. This also supported the teaching of computing within school when social distancing impacted the use of our computing suite.

**Desired outcome**

To support the physical well-being of children through

**Chosen action/approach**

PSHE lead to attend 'Healthy Eating' training to support with our school's endeavour to improve the communities mental and physical health.

**Cost:** £150

**Impact**

Training relayed to staff, ensuring knowledge and strategies are understood and used school wide. Teachers know how to talk with parents and children about healthy living and know how to support.

**Other Approaches**

**Desired outcome**

Support for extra-curricular activities/enrichment and rewards

**Chosen action/approach**

Allocation given to ensure students do not miss out on enrichment and reward activities as a result of home financial circumstances.

**Cost:** £1495.98

**Impact**

All PP children that required space in our ASC and BC were supported to do so. Providing support for wrap around care enables our parents more flexibility and supports our vulnerable children.

Due to the lack of end of year activities we felt the pupils in year 6 should have leaver's hoodies to celebrate their time at Zouch which were gratefully received.

## Externally provided programmes

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	In the year 2020-2021 we spent £90020 of our service pupil premium funding on a FSW, Inclusion Manager and ELSA – the impact of which is outlined above. We also spent £2050 of our service funding on technology to support those children that lacked technology to access a robust remote learning provision.
What was the impact of that spending on service pupil premium eligible pupils?	The support of a FSW, ELSA and inclusion manager is invaluable to all school staff and parents. They offer an essential life line to vulnerable parents through guidance, training and correct direction to outside agencies as well as internally where they support teachers with learning strategies and expert knowledge. Detailed impact of these roles can be found in the outcomes section.  The ability to purchase both iPads and Laptops proved essential to a number of our parents who needed devices to access the remote teaching. In total we supported 18 of our PP families with a number of devices, enabling children to access high quality remote teaching. Upon returning, both iPads and laptops have been integrated within our classrooms offering another layer of support in lessons and as part of interventions for our lowest 20%.



## Further information (optional)

- Termly, robust monitoring schedules are shared with all staff and subject leaders understand the importance of including disadvantaged and SEND children as a key focus for all learning walks, observations, pupil voice and book looks. Regular feedback is shared with staff and followed up actions are created.
- Whole school, child friendly targets introduced to children in line with SDP priorities for school. These are a constant reminder through whole school assemblies and class time.
- Marking and Feedback policy in place and a child friendly version used with children so they understand how to address their individual next steps.
- Attainment has been assessed through the use of KPIs to determine the progress and achievements that the children have made over the year. Teachers have used these to inform their planning for September 2021 and their understanding and knowledge of starting points for all children. They have also been used to inform our PPM which are highly focused on ensuring the very best support is in place for all pupils.
- All parents attended parent's evenings where their children's progress was discussed and areas for development were advised.
- Teaching across the school is of a high quality and the impact of our newly developed Teaching and Learning principles is evident within classrooms.
- Every class has a teaching assistant who is supported through quality CPD and in house training from subject leaders.
- Staff PMR's show that staff are highly skilled, passionate and effective in their roles.
- Children speak highly of the support available to them.
- Six weekly phonics assessments ensure all children are matched with the correct reading material to match their phonic level.
- Reading assessments have become more robust and data from there has supported teacher's understanding and subsequent planning adapted to ensure progress is made.
- All year groups have planned interventions to support those children that need accelerated progress.

### Recovery Funding Strategy 2021 - 2022

#### Zouch Academy

#### Recovery Funding / Tutoring Grant - Targeted academic support

**Total available: £10457.5**

Funding available	Source
£4657.50	Tutoring grant



£5800	Zouch Academy 2021-2022 Recovery Funding budget
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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Small group tuition</b>  <b>Recovery Premium</b>  <b>£4247.5</b></p> <ul style="list-style-type: none"> <li>• Targeted tuition for small groups of children at risk of falling behind.</li> <li>• Blocks of short, well resourced interventions to address gaps in learning.</li> <li>• Regular assessments and feedback to support progression.</li> <li>• Ran in term 4 and 5 for 2 hours per educator, per week.</li> </ul>	<p>According to research from the EEF the average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. We also saw great engagement and progress when our support staff ran extra interventions for key pupils in our last academic year which we know we can replicate.</p>	1
<p><b>Teacher led tuition.</b>            £4657.50 tutoring grant  <b>£ 1552.5 Recovery Premium</b></p> <ul style="list-style-type: none"> <li>• Targeted tuition for key pupils at risk of falling behind.</li> <li>• Blocks of 1 hour per week, after school.</li> <li>• All blocks will be well resourced, planned and assessments will take place throughout the tuition to ensure adaptations can be made in a timely fashion.</li> <li>• Regular feedback for both children and parents.</li> <li>• To run in Term 2 (6 weeks) and Term 3 (6 weeks).</li> </ul>	<p>According to research from the EEF the average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p>	1

