



Key Area			
Teaching - inc cpd, recruitment and retention			
Activity Summary	Projected Spend	Actual Spend	
DH and SENDCO to provide a programme of coaching support to improve T&L	£30,000.00	£30,000.00	
Talk for Writing to be completed and embedded across the school to create an effective framework for writing. This will include new staff and ECTS	£6,500.00	£6,500.00	
AR / MyOn/ WhCl Guided Reading	£20,000.00	£20,000.00	
To develop the mastery maths approach with a particular focus on fluency and reasoning. This will be done through Power Maths and will include CPD for new staff and ECT	£1,500.00	£1,500.00	
To develop a whole school Timestables approach	£300.00	£450.00	
Communication and language support, recruitment of additional Tas to lead on for example, the NELI programme, as well as other communication based interventions	£22,000.00	£0.00	
Middle Leadership Development – 3 members of teaching staff 3 x 0.5 days	£375.00	£375.00	
Introduction and training for Spelling Shed programmes to be introduced Y1-Y6 to support effective delivery of high-quality teaching of spelling.	£1,000.00	£1,000.00	
NPQH related CPD, disseminating to key staff	£2,100.00	£2,100.00	
Projected Total Spend	£83,775.00		
Actual Total Spend		£61,925.00	
Difference			£15,819.00

Key Area			
Targeted Academic Support, tutoring, 1:1, structured interventions			
Activity Summary	Projected Spend	Actual Spend	
PiXL therapies for Reading and Maths targeting disadvantaged pupils falling behind age-related expectations	£0.00	£3,000.00	
Pixl package for diagnostic assessment, training and supporting resources	£2,700.00	£2,800.00	
Little Wandle phonics programme, 1st year investment and implementation - additional to reading catchup grant	£2,000.00	£2,750.00	
Investment in rich reading resources to support reading for pleasure	£3,000.00	£3,500.00	
Targeted interventions - TA delivery	£20,000.00	£21,000.00	
Breakfast Club Staffing	£0.00	£7,215.00	
Projected Total Spend	£27,700.00		
Actual Total Spend		£46,690.00	
Difference			£18,990.00

Key Area			
Wider Opportunities - attendance, behaviour, wellbeing			
Activity Summary	Projected Spend	Actual Spend	
Targeted support FWO	£6,600.00	£10,500.00	
Targeted support Attendance	£15,000.00	£15,000.00	
Targeted support Behaviour	£5,000.00	£5,500.00	
Participation in Young Voices, target PP pupils – Sheffield arena – transport, tickets, resources to support preparation	2000	0	
Music Service investment	£3,000.00	£1,900.00	
Breakfast club provision for PP	£0.00	£2,220.00	
Picture News online resource, enrichment for assemblies and dialogue in classrooms	£0.00	£160.00	
Wow days, trips and visits	8000	8500	
Recruitment of playleader/ MDSA	8000	0	
Subsidised uniform and resources	3000	3000	
Projected Total Spend	£50,600.00		
Actual Total Spend		£46,780.00	
Difference			-£3,820.00

Total amount available	Projected Spend	Actual Spend
159038	£162,075.00	£155,395.00

Difference - amount available / actual spend	£3,643.00
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Intended outcome	Success criteria
To accelerate progress in order to raise attainment in Reading, Writing and Maths for all disadvantaged pupils, so that they are achieving in line with their non disadvantaged peers, and to sustain this	July 2023- 2024 KS2 data to show that disadvantaged pupils made more than average progress in Reading, Writing and Maths for in order to narrow the attainment gap.
To increase the provision that PP children receive in EYFS to close the gap between PP and NON PP in key areas of learning	Increase in the percentage of children achieving GLD
To develop provision for reading across the school with a greater focus on vocabulary and the skills of reading including phonics	Teacher assessments will show that PP learners make as much progress as non-PP learners in reading and may make more progress. This will be moderated internally and across the Trust.
	Phonics trackers and screening shows that PP children are achieving
For EAL pupils who are also in receipt of PP funding to make accelerated progress, so their attainment improves in line with other learners who are not in receipt of PP funding.	There is an increased number of EAL PP learners working within the expected band for Reading, Writing and Maths.
For SEND pupils who are also in receipt of PP funding to make accelerated progress	There is an increased number of SEND PP learners working within the expected band for reading, writing and maths.
Evaluation	
We did not invest in additional specific, targeted and recruited support time for developing early language as described in our plan using PP because we were able to accelerate our whole school focus on developing this area through a range of other strategies. This included training in Talk for Writing, retraining whole team in Little Wandle and refreshing our core, taught curriculum map to explicitly identify language as a priority.	

Reading

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected



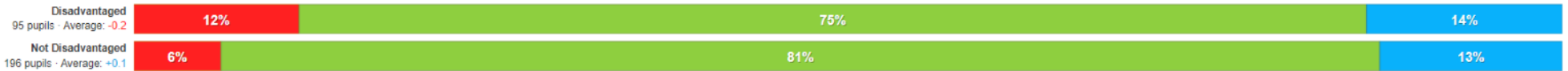
Writing

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected



Maths

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected



To achieve and sustain improved attendance for disadvantaged pupils so that it is more in line with their non disadvantaged peers

Ensure attendance of disadvantaged pupils in above 96%

Evaluation

Attendance across the whole school has improved during this academic year from 90% average to 92.25 average. Whilst there is still work to be done, there were important improvements in targeted individual pupils' attendance. Parental engagement in improving attendance has improved for these pupils, as has qualitative feedback from the children, demonstrating that their attitude to school life and learning is improving. Attendance strategy continues to be a high priority at Park Academy.

Pupils access a wide range of enrichment experiences	Pupil surveys reflect enjoyment in school and good attitudes to learning. Social skills, independence, perseverance and teamwork are developed.
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Evaluation

Pupils report consistently that they enjoy trips and visits. All year groups experienced at least 2 trips or visits during the academic year. Pupils are able to link their experiences with the taught curriculum, and can explain what they have learnt from the trip or visit. Trips and visits are memorable because children can remember them and reflect on their over time. Pupils for whom parents wish to attend residential are supported to do so - this includes subsidised funding of the trip, plus support in purchasing any resources required such as wellies or clothes for outdoor learning. We have also relaunched Choir with support from the Lincs Music Service - all pupils attending this are eligible for PP.

To ensure the behaviour and attitudes of pupils, particularly those PP pupils, is conducive to effective learning	Behaviour logs will show a decrease in the number of behaviour incidents throughout the school day
	Individuals receive targeted and specific support, as quickly as possible where necessary

Evaluation

Behaviour in and around school has significantly improved since the end of 22-23, and moving into 23-24. We have invested time and training in all staff, in aspects including Restorative Behaviour Strategies, Trauma Based tool kits, Team Teach including de-escalation strategies and Autism Level 1 and 2. Whilst pupils have always indicated that they felt staff were there to support them and help them, pupils now report that they are happier in school, can concentrate better in lessons and feel safe in and around school. Adults feedback that they feel better prepared for managing challenging behaviour and identify that those incidents have become significantly fewer. Lesson time is used more effectively as a result. Pupils identify that staff reward good behaviour and attitudes to learning and all of them enjoy the rewards offered around House Points and good attendance. Where challenging behaviour remains, action plans and support strategies are in place and timetabling takes it in account in order that the learning of other children can continue positively and systematically.