

# St. Mary's C of E Primary School pupil premium strategy statement

1. Summary information					
<b>School</b>	St. Mary's C of E Primary School				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£71,285	<b>Date of most recent PP Review</b>	September 2020
			Total spend: £ 194,533.48 (272%)		
<b>Total number of pupils</b>	570	<b>Number of pupils eligible for PP</b>	56	<b>Date for next internal review of this strategy</b>	January 2021

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Despite significant improvements following previous interventions, the progress of PP children is still below that of their peers.	
<b>B.</b>	Self-esteem and motivation concerns in some cases	
<b>C.</b>	Opportunities for educational enrichment are limited for some families due to the expense of many of the attractions in and around London.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Not all PP children are exposed to the same knowledge and experiences of the wider world due to pressure on family income	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	We continue to diminish the difference between PP and non PP children in terms of attainment and progress	Data across all year groups shows no difference between PP and non PP children.
<b>B.</b>	PP children receive the same level of experiential learning, through inclusive access to the range of enrichment, clubs and events that are embedded across the school, regardless of their financial situation	Registers for extended schools and clubs show high proportion of PP children have access to all activities and events run by the school and that PP pupils are not restricted for financial reasons.
<b>C.</b>	Raise the self-esteem and ambition of pupil premium children across all year groups.	Through having the same inclusive access to all provision, PP children do not see themselves as different from their peers. PP children are keen and excited to learn and recognise the opportunities an excellent education can provide.

D.	Higher attaining Pupil Premium children are afforded the same opportunities as their peers and have raised ambitions for their futures	HA and MA PP pupils are exposed to higher education institutions in order that they recognise what they can achieve through an excellent education. They are challenged and are afforded opportunities to debate, question and investigate in order to develop their skills, independence and ambition.
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Hat were					
Academic year	2020-21				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All pupils achieve at ARE or above to diminish the differences in attainment and progress between PP and non PP children	<p>Streaming for all year groups</p> <p>Additional stream classes in five year groups. Provision mapping to identify the needs of the pupils.</p> <p>Implementation of PP Intervention groups for PP children identified as below ARE – including Maths focused (TT Rockstars) targeted interventions, Reading and grammar focus (Fresh Start) interventions and a funded offering of Saturday +, phonics school and Saturday achievement schools.</p>	<p>Streaming ensures children are taught in smaller groups, with accurately pitched work, enabling pupils to be given focussed and individual attention.</p> <p>Streams are by qualified teachers and in most cases, Senior Leaders, using Quality First Teaching.</p> <p>Focused interventions, enable children to close any gaps they may have in their learning, through regular practice and smaller ratios of adult to child.</p> <p>Quality First Teaching, using morning and after school boosters in Reading, Writing and Maths to improve the quality of outcomes for targeted pupils.</p>	<p>Learning walks, formal teaching and learning reviews, book looks, planning reviews, data analysis.</p> <p>The PP lead will focus specifically on the data for PP children, which is tracked throughout the year and reported to Governors and standards board (directors).</p> <p>Termly review and adaptation of provision by PP lead and Head teacher following assessment and analysis of data.</p>	HT SLT	<p>The Government guidance relating to the pandemic meant that there was no movement of children between groups. However PP pupils were targeted with addition support provided. This was aimed at both those pupils who remained in school and those working at home – each were placed in groups that had experienced teachers in place and were regularly monitored.. The groups themselves were created based on the needs of the pupils and PP pupils were in groups with a higher adult to child ratio.</p> <p>The quality of teaching remains as a key factor in our approach. We had a number of measures in place to ensure that the quality of teaching was not impacted by the pandemic. All monitoring systems were still in place and staff were required to mark according to our policy and senior staff were involved in the monitoring of online lessons. Teaching and learning were regularly reviewed by</p>

	<p>Boosters led by subject leaders and Senior Leaders will be offered to help raise attainment, across the years, with review and adaptation to suit the needs of the pupils. (Reading, Writing and Maths).</p> <p>February school, Easter school and Summer school for</p>	<p>TAs work closely with teachers to target PP pupils in small guided groups during lessons.</p> <p>TAs lead short targeted interventions to rapidly close gaps for PP in spelling, phonics and arithmetic.</p> <p>One TA to lead short handwriting interventions for some of our PP students in Y2, 3, 4 and 5 to teach children correct grip and cursive writing</p>		<p>leaders to ensure that the pupils were engaged and were making progress.</p> <p>Our senior leaders were following up and addressing disengaged pupils working remotely. This was a system that motivated and targeted our PP pupils We were able to address all technical difficulties in this way and ensure that all PP pupils were able to access the online provision and were able to quickly and efficiently get support should they require it</p> <p>TA support was targeted on PP pupils online and in school. This was to provide guidance, support and to further develop knowledge and skills in the core subjects</p>
	<p>year 2, 3, 4, 5 and 6 children.</p> <p>Phonics school for Y3, 2 and 1 pupils all year round (SAT)</p> <p>Daily interventions led by TAs specifically targeting PP students to close gaps</p>			<p>When the Government guidance allowed us, we were able to run our successful Saturday School. This operated during the second half of the autumn term and throughout the summer term. This additional support is specifically aimed at PP pupils in year groups 3 to 5. A specific programme of study was followed with the aim of addressing gaps in pupils' understanding. The specialist teachers worked in small groups to further improve reading, writing and maths</p> <p>The year 6 PP pupils were involved in our Saturday Achievement School. This was delivered by our experienced year 6 team and members of the SLT. The children followed a booster programme aimed at addressing misconceptions and gaps in learning.</p> <p>In the summer term we ran Phonics School for our PP year 1 pupils. This was aimed at reinforcing the children's phonic understanding and to develop their ability to use their phonics knowledge to read and spell unfamiliar words of up to three syllables – ensuring that they were working in line with their peers.</p> <p>Our Saturday Schools are run in a more informal</p>

					<p>manner and the pupils were kept motivated with take away food at the end of each half term and a weekly treat. The purpose was to encourage the pupils to attend; motivating and engaging them in a manner that could be transferred into a more positive view of school.</p> <p>We have continued to value the importance of developing STEM learning into our curriculum. We have revised the curriculum as a whole to include opportunities for STEM activities. We invested in a 3D printer and the appropriate software to allow pupils to design and produce prototypes. Our PP pupils were involved in these projects that aim to motivate and encourage future careers in this hugely expanding industry.</p>
<p>Develop the quality of teaching by offering outstanding professional development and CPD opportunities for every teacher and leader at St. Mary's CofE.</p>	<p>Start a highly successful NQT programme for NQTs in the Trust, training them to be good to outstanding practioners by the end of the year.</p> <p>Enrol our second and third year teachers to the 'good to outstanding' programme, aiming for them to be solidly outstanding by the end of the year.</p> <p>Develop Specialist Leaders in Education who lead teams and improve practice in own school as well as in other schools.</p>	<p>Good to outstanding teaching is the greatest lever schools have to improve outcomes of disadvantaged children</p> <p>Retaining outstanding practioners through professional development ensures disadvantaged pupils have the best quality of teaching on offer.</p> <p>Recruiting ambitious and aspiring leaders for the future by offering a bespoke training programme ensures quality provision continues into the future.</p> <p>Using consistently outstanding leaders and teachers to specialise in an area, allows us to plan a rigorous and effective CPD programme.</p>	<p>Advertise the programmes individual and invite relevant candidates.</p> <p>Inform leaders about the training they will offer candidates at different times of the year.</p> <p>Carefully track the impact the training has had on staff by looking at books, conducting learning walks and scrutinising data.</p> <p>Use skills and knowledge learnt in sessions to support and teach our most disadvantaged students.</p> <p>Select promising teachers and leaders in school and offer to enrol them on one of our programmes with the aim to retain and promote our best practitioners.</p>	<p>HT</p> <p>SLT</p> <p>Teachers</p>	<p>Our bespoke CPD aimed at NQTs and the support offered through coaching has ensured that the staff within our trust are receiving top quality CPD and professional development. This approach continued throughout the pandemic where staff were able to access all aspects of CPD remotely.</p> <p>These programmes and the professional development that was offered was specific and addressed the needs of the staff involved. We were able to use our outstanding practitioners to support and develop the new staff through bespoke training opportunities</p> <p>We are still developing Specialist Leaders in Education and these teachers have been responsible for leading their teams and improving the practise of all staff.</p> <p>We have continued to work with other schools, supporting them to ensure that they are providing a quality education. This support has been online but this has been crucial in supporting the other</p>

	<p>Enrol leaders of the future for our bespoke Assistant Head Teacher programme, developing aspiring leaders to become Headteachers in the future.</p> <p>Recruit LLE who can support strategic development in our own school as well as in other schools.</p>	<p>With the recruitment of SLEs and LLEs we collaborate with other schools to develop our teaching and learning in house.</p> <p>The AHT on the accelerated leadership programme will lead the PP strategy in school together with the HT.</p>		<p>schools in their approach to delivering quality online provision and addressing the needs of all pupils.</p> <p>We have a highly successful Accelerated Leadership Programme running that is aimed at developing a new generation of leaders via more effective opportunities that encourage career progression to headship. We want to change sector culture to promote organised leadership development and progression as a norm, raising awareness of the positive impact of school leaders. If we are to realise our vision of a society where every child achieves, we need to provide the same opportunities for our staff ensuring that we develop excellent school leaders.</p> <p>We have already successfully recruited internally and externally leadership roles for those members of staff who have been involved in the Accelerated Leadership Programme</p>
<b>Total budgeted cost</b>				<b>N/A</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>PP children receive the same level of experiential learning, through inclusive access to the range of enrichment, clubs and events that are embedded across the school, regardless of financial reasons.</p>	<p>Use PP funding, where applicable, to enable children to access the extra curriculum events and extended school services we provide, including:</p> <p>Breakfast and after school club, Football, Athletics, Martial Arts, Chess, coding, Robotics club Science and Art festival, BHM</p>	<p>Evidence shows exposure to sporting, artistic and musical activities raises attainment.</p> <p>Providing exposure to sporting, musical and artistic events that they might not otherwise get to experience will ensure inclusivity and shared experience, which will lead to a greater depth of knowledge, vocabulary and relation to the topics and experiences that are vital to child development.</p>	<p>Extended schools lead and PP co-ordinator to arrange for PP children to be provided and where necessary, funded to take part in the same access of a range of enrichment, clubs and events.</p> <p>PP lead to monitor registers with regards to attendance of PP pupils. Have conversations to encourage parents of PP children who are not accessing this provision.</p> <p>Ensure that PP children do not miss out on trips due to financial reasons.</p>	<p>SLT</p> <p>PP Lead</p>	<p>There have been some limitations to the opportunities that we could offer our pupils this year – based on guidance around the restrictions due to the pandemic. However we continued to offer after school provision and provided a range of activities that were permitted within the guidelines. We had themed weeks where all activities were linked and children were able to create artwork and crafts based around the weekly theme.</p> <p>When the guidance allowed we were able to use sports coaches and experts this was</p>

					targeted PP pupils
<p>Higher and middle attaining Pupil Premium children are afforded the same opportunities as their peers and have raised ambitions for their futures through STEM based technologies</p>	<p>Invest in STEM and technology within the school to offer rich learning.</p> <p>Enter STEM competitions to challenge pupils to aspire to a career in science.</p> <p>Use our VR sets to make learning exciting and engaging by linking virtual realities to topic.</p> <p>Arrange robotics workshops in school for children to learn how to build and programme robots</p> <p>Use Tinkercad to design objects on our new 3D printer</p> <p>Offer Empiri Box science learning for Y3 and Y5 students for the academic year.</p> <p>Children complete</p>	<p>New technologies engage and inspire our young pupils to seek an education in technology or science.</p> <p>Working with 3D printers, Virtual reality and robotics, pupils will have the knowledge and confidence to develop an interest in science and technology.</p> <p>New technologies are highly engaging and pupils are motivated to do well academically in order to progress in secondary school, sixth form and university.</p> <p>Offering PP girls in upper KS2 the opportunity to work with successful female engineers of the future from Imperial College to build robots.</p> <p>By training an STEM lead within our own school, we will be offer integrated STEM based learning for all groups each term: <a href="http://stem.org.uk">stem.org.uk</a></p> <p>Approach successful engineers through Empiri box science and <a href="http://stem.org">stem.org</a> to deliver inspiring sessions for children about a career in science and technology</p>	<p>Build VR opportunities in lessons throughout our curriculum offer (EYFS-Y6)</p> <p>Buy a 3D printer and train teachers how to use Tinkercad and 3D printing technology.</p> <p>Establish links with secondary schools and universities to teach children robotics and programming skills.</p> <p>Extend our annual contract with Empiri Box for Y3 and Y5 pupils</p> <p>Extend our annual contract with Education City, My Maths, TT Rock stars and Tinkercad</p> <p>Our STEM coordinator will lead the sessions at school, familiarise herself with the resources and support the group. Project outcomes will be shared with the community as well as with Imperial College London.</p>	<p>HT</p> <p>Science Lead</p> <p>Computing Lead</p>	<p>We have successfully incorporated the use of our VR headsets into our curriculum. This gives our pupils the opportunity to experience aspects of the curriculum in a virtual world. This brings learning to life and the headsets have been used successfully by all pupils</p> <p>Our pupils have been involved in projects that originate from STEM principles. We have invested in CAD software that provides the instruction to create models, based on the pupil's designs, and the printer translates these into 3D models. These opportunities have provided our pupils with insight as to possible future careers in this area as all pupils found the process challenging but rewarding</p> <p>All new technologies and systems were introduced to staff who received expert training on the new technologies and input on its possibilities within our curriculum. We have continued to develop the curriculum to further enhance aspects of STEM and to highlight opportunities for these new technologies.</p> <p>We have made links with universities and specialist colleges to encourage and highlight further careers in STEM</p>

	<p>home learning tasks using websites such as education city, my maths, Tinkercad and TT rock stars</p> <p>Enrol with the robotics programme at Imperial College and allow our female PP children to engage with science and technology</p> <p>To train our science leader to lead school STEM based projects</p> <p>To invite STEM ambassadors into the school to share how to become successful in the field of science</p>				<p>technologies but the restrictions that were in place during the pandemic did not allow visitors or visits, so these will take place now the restrictions are lifted.</p> <p>We have continued to encourage and signpost learning websites that the children can engage with at home which focus on aspects of STEM technologies. This has taken the form of homework- where learning tasks involved accessing certain websites.</p> <p>Our use of Empirbox science learning has continued to develop. This scheme supports our pupils with a focus on investigations which is engaging for all our pupils. The scheme involves a 'hands on' approach to learning and practical activities that engage and promote science – highly significant for our PP pupils</p>
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<p><u>COVID permitting</u></p> <p>To participate in a number of extra trips linked to topics in each year group so that children have detailed knowledge of the subject area.</p>	<p>To provide new experiences and opportunities for PP children linked closely to the curriculum within each year group.</p> <p>Proposed trips relating to topics, (funding PP children):</p> <p>Day trip Greek Restaurant trip, Seaside trip, Madame Tussaud's trip, Invitation of History company to do themed day on Egyptians, Romans, Vikings and Saxons.</p> <p>Year 4 children will visit the alpacas to coincide with their unit</p>	<p>Enriching opportunities where children get to experience a broad range of activities related to the topic they are studying is a valuable resource and learning avenue. This will encourage engagement and enthusiasm within school.</p> <p>Children have prior and ongoing knowledge of the topics covered in class having attended additional Trips/opportunities.</p> <p>Increased opportunities to extend depth of knowledge and vocabulary. Experience of travel and broadening of horizons, enabling children to experience another EU country and culture will further enrich children's learning opportunities – including opportunities to speak French</p> <p>Offering a broad and rich curriculum will improve attainment and attendance levels.</p>	<p>Inform parents and carers about the trips well ahead of the time.</p> <p>Offer each of the trips for free, including travel, so the day out is accessible for all our PP students.</p> <p>PP co-ordinator to monitor registers with regards to attendance of PP pupils on the identified trips for each year group.</p> <p>Teacher feedback shows increased level of engagement in lessons. Outcomes of pupils' work reflects the additional opportunities they have been given.</p>	<p>SLT</p> <p>Teachers</p> <p>PP Lead</p>	<p>Unfortunately due to the pandemic we were unable to participate in our topic based extracurricular trips. However in the summer term we were able to offer a series of extracurricular events that were held in school</p> <p>We invited Superstar Sports to work with our pupils introducing the children to a selection of activities that ranged from archery to extreme Frisbee. Each class had the opportunity to experience at least one new sport and they all thoroughly enjoyed their activity. The team had a wide range of equipment and expertise that motivated and enthused our children making the day positive and memorable for everyone</p> <p>We also wanted to make sure that despite the pandemic we could still showcase the artistic achievements of our pupils and celebrate the vital role of the arts in our</p>
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	of learning.	Offer PP the chance to walk, feed and stroke alpacas will give them the experience they need to remember and use key knowledge around the alpaca topic (SSO support)			<p>school. Through our 'virtual Art Exhibition' our children were able to nurture their creative side and enjoy creating pieces for the exhibition. There will be a huge range of work from Stone Age art in the early years to Post Modernism in year 6, with each year group focusing on a different artist or genre. The work from our PP pupils was evident across the whole exhibition.</p> <p>We also invited a Bird of Prey Falconry company to come to our school. The organisation comprises of 40 display birds: Owls, Hawks, Falcons and Eagles and has over 20 years experience visiting schools. The children really enjoyed seeing these magnificent creatures and finding out all about them</p>
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<p>Raise the attainment level of Pupil Premium children in Year's 4, 5 and 6 through our book based curriculum</p>	<p>Consolidate our book based curriculum by topping up literacy books for every child in the school (each half term)</p> <p>To boost the reading corners and library by buying quality books for all year groups.</p> <p>Introduce the benchmarking scheme to assess pupils' reading and comprehension skills</p> <p>Make each reading corner highly engaging to encourage children to take out books to read at home.</p> <p>TAs to read before and after school with targeted PP students to raise the profile of</p>	<p>Exposing pupils to high quality text and rich vocabulary rapidly improves reading and comprehension skills.</p> <p>Giving every child a literacy book to read at home ensures each child can pre-read the text to be better prepared for challenges within the lesson.</p> <p>Where children are familiar with a text and vocabulary, they are confident to use authors' style and language in their own writing</p> <p>Pupils are engaged, prepared and knowledgeable about subject they study- it offers them a context and narrative for their new knowledge in afternoon lessons</p> <p>Making quality books available to all children guarantees that children read at home and further develop their vocabulary and knowledge of the world.</p> <p>Listening to children read</p>	<p>Review the Literacy and reading programme 2019-20 and replace units of learning which were less effective.</p> <p>Retrieve the books that were lent out and purchase new books where necessary.</p> <p>Order quality books for all year groups and distribute equally between classes.</p> <p>Buy reading corners materials linked to the theme each class studies in literacy and reading.</p> <p>Ensure every teacher has a benchmarking folder with all the books for every level.</p> <p>Analyse PP reading data and select those children who need to read a wide range of text to close the attainment gap.</p>	<p>HT PP Lead  SLT Literacy Lead</p>	<p>We have continued to invest in high quality texts to ensure that each pupil is able to read from their own personal copy of the class text. This approach means that pupils are able to continue to read or re-read the text at home as well as in school, meaning that they can engage more fully.</p> <p>Our book based curriculum has been engaging for our PP pupils along with all other pupils. We recognise that reading improves verbal communication skills, improves empathy and understanding of social cues, resulting in a higher Emotional Intelligence. Reading also builds analytical skills and improves school performance.</p> <p>This access to quality texts has been invaluable over the pandemic and children we able to work from the text and have shared reading experiences despite their distance from each other. Our PP pupils accessed the online provision and submitted work. Where the quality of this work needed improvement teachers had 1 to 1 conversations with the pupils to ensure that</p>
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	reading and boost reading for pleasure	encourages pupils to read aloud for pleasure. Having rich conversations about text improves comprehension and engagement			the pupils understood how to complete tasks Book corners and the library have been invested in but during the pandemic there were some restrictions in place as to the way these areas could be used.
<b>Total budgeted cost</b>					

### iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Ensure that PP children access a healthy and varied diet and are not coming to school hungry</p>	<p>Funded access to Breakfast and Afterschool club – before and after school clubs which would include breakfast and/or tea.</p>	<p>Children require healthy and nutritious food to thrive: physically, mentally, emotionally and academically. Access to food is basic human right.</p> <p>Providing care will support low-income families in being able to access employment which is beneficial for families and children.</p> <p>Provide opportunities to develop social skills around eating – table manners, conversation etc. outside of the home environment.</p>	<p>Extended schools lead and PP co-ordinator to monitor registers with regards to attendance of PP pupils.</p> <p>Lead conversations with parents of PP children who are not accessing this provision and offer where applicable.</p>	<p>SLT ESS Lead PP Lead</p>	<p>We have continued to target pupils for Breakfast and After school clubs and have funded the places for these selected PP pupils.</p> <p>During the periods of the pandemic where children were working remotely at home we put a series of measures in place to ensure that all our PP pupils were receiving a quality lunch and this situation was monitored by our school leaders</p> <p>Children in school were provided with quality hot food and whilst social distancing was still in place we continued to operate lunchtimes as social occasions where children with their 'bubbles' were conversing and communicating over their meal</p>
<p>Promote safe and environmentally friendly travel to and from school</p>	<p>Train children in all year groups about travelling safely to school and teach how to mitigate risks: crossing the road, using road crossings and walking on pavements.</p> <p>Promote walking, scootering or cycling to school.</p> <p>Ensure a SLT member guards the front gate of the school at the beginning of the day and the end of the day.</p>	<p>Evidence shows that some groups of children do not pay enough care to traffic as they are not aware of the dangers</p> <p>Training children how to negotiate traffic ensures to arrive safely at school and at home.</p> <p>Travelling to school by foot, scooter or bike increases health</p> <p>Educating children about safe driving, parking and idling will encourage parents to drive safer around school streets</p>	<p>Allocate a staff member to stop parents from parking in the church parking area and at the front of the school.</p> <p>Planned PSHE lessons teach children about road safety.</p> <p>Contact the LA to organise cycling session for Upper KS2 children in the summer term.</p> <p>Use newsletters and other forms of communication to educate parents about driving safely to school.</p> <p>SLT lead assemblies based around road safety and healthy living.</p>		<p>School Streets are an initiative to create safer streets for everyone by reducing traffic congestion and improving local air quality. School Streets involves the temporarily closure of roads surrounding the school to most vehicles for a short period at the start and end of the school day. This has been beneficial in many ways</p> <p>We have improved road safety for all road users and there is a reduction in anti-social behaviour from inconsiderate parking and dangerous vehicle movements</p>

	<p>Teach children cycling proficiency in the summer term with a focus on PP (hire bikes where necessary)</p> <p>Educate the community on driving to school and dropping children off safely at the school gates.</p> <p>Engage the LA to further promote safer streets around our school premises.</p> <p>Raise the profile of safer street and work with the community to implement this scheme</p>	<p>Safer streets will help our PP children to travel to school safely. Many of our pupils travel independently and setting up safer streets will reduce the risk of accidents from happening.</p>	<p>Contact the LA to inform them of our interest in the scheme and our desire to achieve safer streets.</p>		<p>There are less vehicles on the school run, which will reduce traffic and make it easier for pupils, parents, carers and staff to walk, scoot and cycle to school</p> <p>There is improved air quality around the school gates due to reduced vehicle idling</p> <p>We have encouraged cycling and scooting into school and the number of children who arrive on bicycles and scooters has increased</p>
<p><b>Total budgeted cost</b></p>					<p><b>Streaming - Autumn Term:</b></p> <p><b>DHT = £10,962</b></p> <p><b>Teacher = £9,918</b></p> <p><b>Y2 – Teacher - £9,918</b></p> <p><b>Rec &amp; Y1 – 2 Teachers - £13,456</b></p> <p><b>1 TA - £7,680</b></p> <p><b>Booster classes</b></p> <p><b>DHT Autumn &amp; Summer Term = £21,080</b></p> <p><b>Phonics top-up Summer – 1 TA - £977.24</b></p> <p><b>Autumn &amp; Summer Phonics 1 &amp; 2</b></p> <p><b>1 TA = £2,424.80</b></p>

**Achievement Saturday School –  
Autumn Term & Summer  
Term Teachers – £14,560**

**1 TA – £1734**

**SSO - £2075**

**Snacks –4250**

**Resources – 2050**

**Easter school provision**

**Teachers - £6,720**

**1 TA – £606.20**

**SSO - £581.28**

**Snacks - £900**

**Resources - £1120**

**Streaming Summer Term**

**DHT Yr5 – £10,910**

**DHT Yr 6 - £10,962**

**UNQ Teacher PP project - £11,334**

**Summer school provision**

**Teachers - £11,420**

**1 TA – £1212.40**

**SS0 - £1162.56**

**Snacks - £1800**

**Resources - £1750**

**Targeted support ii - £13,635**

**Other approaches - £16625**

**Total budgeted cost:**

**£ 194,533.48**