

Funding Allocation	Impact
Partial funding of our Inclusion Manager	Swift identification of emerging learning needs and intervention planned as a result. Of the pupils not on track to make expected progress in September, 60% have made accelerated progress.
Partial funding towards an additional practitioner and tailored CPD to support learning in early Maths.	First Class at Number: 100% of the group have made at least expected progress in two terms. 50% of the group have made more than expected progress in two terms.
Provision of after school booster sessions to improve confidence and attainment of groups of children throughout the school	SATs results demonstrate an increase of 26.6% level 4 combined.
Funding "Family Learning" sessions with parents and children learning together	Parents' have a better understanding of year group expectations and how to support their children at home. Parents are now asking for more workshops so that they are better qualified to help their children.
Part payments towards a range of educational visits to enable all children to participate in trips and visits. Our school values life experiences and our staff know how much the children gain from visits to increase their motivation and add to their learning	Experiences, as part of new Cornerstones curriculum, provide a purpose for writing in addition to broadening life experiences. A range of experiences has had a positive impact on pupils' extended vocabulary and emotional intelligence as demonstrated when they are talking about their experiences.
Partial funding of the salaries (through additional hours) of teaching assistants to give support in all classes throughout the school. All classes/year groups now have a full-time teaching assistant with a focus on improving learning and skills	Enables regular intervention groups for pupils not on track. Of the pupils not on track to make expected progress in September, 60% have made accelerated progress.
Intervention group work with qualified teachers and artists	Pupils of the lowest ability are taught in small groups, tailored to their immediate needs. 70% of the group have made at least expected progress in two terms. 38% of the group have made more than expected progress in two terms.
Artis	Speech and language groups for EYFS, KS1 and NTE. Hilary may have some more data on pupils eg. RmI, AfA at the end of the academic year but by the end of Spring term AfA children were showing

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Nurture Group	Support for pupils identified through boxall profile, developing social/emotional skills to enhance confidence.
Boy friendly reading scheme, all school	Gender gap in reading closing, boys now out-performing girls in 2 year groups.
Reading books for classes	Wider range to encourage reading for pleasure. Pupils reading at least 5/wk at home. 4 classes' attainment now broadly in line with that expected nationally.
Laptop, MIFI for looked after children	