

# Pupil Premium Strategy Statement

Autumn Term Update - Academic Year 2025/2026

## School Overview (Pupil Numbers)



<b>Date of report</b>	25 <sup>th</sup> November 2025
<b>Date of next report</b>	February 2026
<b>Report completed by</b>	Chris Farrow (Designated Teacher)
<b>Statement authorised by</b>	Martin Tweddle (Head Teacher)
<b>Governor / Trustee lead</b>	TBC

**Total Number of Pupils Enrolled (as of October 2025): 351**

	<b>On Roll</b>	<b>Receiving Pupil Premium Funding.</b>
Number of Pupil Premium (FSM) Pupils	<b>179 (51%)</b>	<b>179 (51%)</b>
Number of Looked After Children (LAC)	<b>27 (7.69%)</b>	<b>24 (6.83%)</b>
Number of Previously Looked After Children (PLAC)	<b>18 (5.13%)</b>	<b>18 (5.13%)</b>
Number of Services Pupils	<b>6* (1.71%)</b>	<b>4 (1.14%)</b>
	<b>Total</b>	<b>225 (64.1%)</b>

## Funding Overview

### Pupil premium and allocation to Pupil Premium (Free School Meals (FSM))

Total amount of FSM pupil premium money (anticipated)	<b>£176,300.00*</b>
Total allocated premium money (anticipated)	<b>£175,786.00</b>
Pupil premium money remaining.	<b>£514.00</b>

***\* This figure represents Pupil Premium for FSM Pupil Premium only. LAC and PLAC funding is managed separately through individual Personal Education Plans (PEPs), where bespoke support strategies and outcomes are recorded. As such, this report does not detail LAC or PLAC funding, which is accounted for through personalised planning and review processes.***

## Part A: Pupil premium strategy plan

### Statement of intent:

This document represents the new Pupil Premium strategy for the academic year 2025–2026, marking the beginning of a new three-year initiative designed to improve outcomes for disadvantaged pupils. This long-term plan has been developed and approved by the Senior Leadership Team (SLT) following a thorough review of previous strategies and their impact.

The decision to retain the four core approaches from previous years reflects the observable improvements in pupil progress, engagement, and wellbeing. These approaches have consistently supported our pupils in achieving their best, and we remain committed to refining and strengthening them over the coming years.

### Challenges

Challenge number	Detail of challenge
1	<b>Attainment gaps in core subjects</b> Many disadvantaged pupils enter school with significant gaps in literacy and numeracy, limiting progress in maths, reading, and writing. <i>(Linked to High Quality Teaching)</i>
2	<b>Limited readiness for formal qualifications</b> Some pupils lack the foundational knowledge, confidence, and exam skills required for GCSE entry, particularly in maths. <i>(Linked to Targeted Academic Support)</i>
3	<b>Persistent absence and low engagement</b> Attendance issues and inconsistent engagement hinder learning and progress for a proportion of disadvantaged pupils. <i>(Linked to Wider Strategies)</i>
4	<b>Social, emotional, and behavioural needs</b> High levels of SEMH needs impact pupils' ability to access learning and maintain positive relationships, requiring targeted pastoral support. <i>(Linked to Wider Strategies)</i>
5	<b>Staff expertise in supporting PP and PP+ pupils</b> Staff require ongoing training and development to deliver trauma-informed, inclusive practice and meet the complex needs of pupils entitled to Pupil Premium and Pupil Premium Plus.

## Intended Outcomes – Approaches

Our strategy is structured around the following four key **intended outcomes**:

Intended outcome	Success criteria
<p><b>1. High Quality Teaching</b>            Focused on improving achievement across the curriculum—particularly in maths, reading, and writing—through staff training, enhanced assessment, and tracking systems.</p> <p><b>Linked to School Improvement Plan:</b>            Quality of Teaching; Leadership and Management.</p>	<p>Improved achievements of disadvantaged students across the curriculum, including maths, reading and writing, relative to pupils' starting points, through staff training, enhanced assessment and tracking systems</p>
<p><b>2. Targeted Academic Support</b>            Ensuring disadvantaged pupils receive tailored interventions that meet their specific learning needs and help them reach their full potential.</p> <p><b>Linked to School Improvement Plan:</b>            Quality of Teaching; Personal Development.</p>	<p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2028. An increase in the number of disadvantaged students entered for GCSE subjects, particularly maths.</p>
<p><b>3. Wider Strategies</b>            Supporting pupils' social, emotional, and behavioural development, improving communication with families, and enriching the wider curriculum.</p> <p><b>Linked to School Improvement Plan:</b>            Personal Development.</p>	<p>Through attendance date (where appropriate), observations and discussions with students and their families. Successful completion of PFA and EHCP outcomes and targets.</p>
<p><b>4. Designated Teacher (DT) Training</b>            Ensuring pupils entitled to Pupil Premium (and Pupil Premium Plus) are supported by well-trained staff who understand their needs and can help them thrive.</p> <p><b>Linked to School Improvement Plan:</b>            Quality of Teaching; Personal Development; Leadership and Management.</p>	<p>Assessment data from staff, and feedback from staff, pupils and carers show that pupils have achieved well, attended and enjoyed school?</p>

This strategy reflects our commitment to equity, inclusion, and excellence for all pupils. It is designed not only to meet statutory requirements but to ensure that every child at The Oaks has the opportunity to succeed, regardless of their background.

This document outlines the use of Pupil Premium funding allocated for pupils eligible for Free School Meals (FSM). Funding for Looked After Children (LAC) and Previously Looked After Children (PLAC) is managed separately through individual Personal Education Plans (PEPs), where bespoke support strategies and outcomes are recorded. As such, this report does not detail LAC or PLAC funding, which is accounted for through personalised planning and review processes.

## Activity in this academic year

### **Actions/activities and support provided so far? (including number of LAC reviews conducted).**

All Personal Education Plan (PEP) meetings for the 2024/2025 academic year have been successfully completed, ensuring that each looked after child has a clear, tailored plan to support their educational progress. Preparations are already underway for the 2025/2026 academic year.

The Designated Teacher for Looked After Children (DT) attended all but two PEP meetings, with the ASC Lead taking those meetings as they work closely with the pupils involved. Either the DT or the Safeguarding Lead has been present at all Looked After Reviews (LAR), Child in Care Reviews (CICR), and Care Team Meetings (CTM) held to date. Where attendance was not possible, comprehensive written reports were submitted in advance to ensure that the school's input remained integral to the review process. These meetings have consistently included carers and social care professionals, fostering a collaborative and child-centred approach.

Since the beginning of the academic year, a broad spectrum of targeted actions and initiatives has been implemented to support the education, wellbeing, and personal development of looked after children. Staff are highly skilled in identifying individual needs and ensuring that pupils are meaningfully involved in decisions regarding the use of additional resources and support strategies.

### **Intended outcomes currently underway or planned for this year include:**

- **Personalised academic support and mentoring**, tailored to each pupil's learning profile and aspirations.
- **Access to therapeutic services**, including counselling and emotional wellbeing programmes, to promote resilience and self-esteem.
- **Participation in enrichment activities**, such as clubs, trips, and creative projects, designed to build confidence, social skills, and a sense of belonging.
- **Ongoing review of progress** through PEP and LAC meetings, ensuring that interventions remain relevant and impactful.
- **Enhanced transition planning** for key educational stages and post-16 pathways, with a focus on long-term outcomes and independence.

## Part A: Pupil premium strategy plan

### Intended Outcome 1 - Approach: High Quality Teaching

Desired Outcome
<p><b>Improved achievements of disadvantaged students across the curriculum, including maths, reading and writing, relative to pupils' starting points, through staff training, enhanced assessment and tracking systems</b></p> <p><i>Links to School Improvement Plan: Quality of Teaching: Leadership and Management</i></p>

Chosen Action	Part B: Review of the previous academic year - Outcomes for disadvantaged pupils – Autumn 2025 Update.	Completion/ review date
<p>Whole staff training on RWI and Literacy programmes such as Accelerated Reader and Seesaw</p>	<p><b>RWI and Literacy</b> As outlined in previous updates, additional funding continues to be allocated to two primary areas: staff training and resource provision.</p> <p><b>Staff Training</b> This year, the RWI lead has identified 19 staff members who would benefit from updated training delivered by RWI specialists. The training program has already begun and is being implemented in to minimize disruption to daily school activities. It is anticipated that all 19 staff members will complete their training by the start of the 2024/2025 academic year.</p> <p>The RWI lead aims to provide specialist training to all staff over the next two years. A total budget of <b>£2,000.00</b> has been allocated for external RWI training during the 2025/2026 academic year.</p> <p>The RWI lead has confirmed that this training is integral to delivering a high-quality phonics curriculum. Assessment shows that all pupils are making good progress, with targeted interventions in place for those requiring additional support as a direct result of the training.</p> <p><b>Resourcing</b> In terms of resources, the DTLAC and RWI leads have worked together to identify the key books and materials required to effectively implement RWI at The Oaks. These resources have already been purchased, and further items will be procured as additional PP funds become available throughout the year.</p> <p>As in previous years, a significant proportion of disadvantaged pupils attend discrete RWI lessons on a weekly basis. These sessions focus on consolidating foundational phonics skills, with pupils working in small groups of no more than six under the guidance of a dedicated staff member. This year, <b>£2,000</b> has been allocated for new RWI resources during the 2025/2026 academic year.</p> <p><b>Numeracy Workout</b> Numeracy Workout is a subscription-based digital resource offering over 1,900 interactive, self-marking numeracy tasks. Designed for Key Stage</p>	<p>To be reviewed – February 2026</p> <p>Completion date July 2028.</p>

2, GCSE Grades 3–1, and Functional Skills Entry & Level 1, it supports whole-class, group, and individual learning. The platform is ideal for lesson starters, plenaries, and revision, with unlimited question regeneration and instant feedback. Staff have found it particularly useful for consolidating core numeracy skills and reducing preparation time. Cost: £140.00

#### **Numeracy Warm Up**

Numeracy Warm Up provides over 970 differentiated online tasks aimed at Key Stage 1 and Entry Level learners. It is used to reinforce foundational numeracy concepts such as counting, place value, and basic operations. The resource is praised for its flexibility, making it suitable for whole-class teaching, small groups, or individual intervention. Like Numeracy Workout, it offers instant feedback and unlimited question regeneration, helping pupils build confidence and fluency. Cost: £140.00

#### **Sleuth**

Sleuth is a behaviour and personal development tracking tool used across mainstream and special schools. It enables staff to record, analyse, and report on incidents and interventions with one-click access to high-quality data. Sleuth supports strategic planning, monitors the impact of pastoral support, and facilitates communication between staff, carers, and external agencies. It has been instrumental in identifying patterns and tailoring interventions for vulnerable pupils. Cost: £2,730.00

#### **Evidence for Learning (EfL)**

Evidence for Learning is a comprehensive assessment and progress tracking platform, particularly effective for learners with SEND. It allows staff to capture and link evidence (photos, videos, notes) to curriculum outcomes and EHCP targets. The platform supports personalised learning journeys and facilitates meaningful parental engagement through its secure portal. EfL has significantly reduced administrative workload and improved the quality of reporting and planning. Cost: £3,000.00

#### **Senso**

Senso is a cloud-based safeguarding and classroom management solution used to monitor student activity and ensure online safety. It combines AI-driven threat detection with advanced linguistic analysis to identify and respond to risks in real time. Senso supports KCSIE compliance and integrates with platforms like CPOMS and MyConcern. It also includes classroom tools for teachers to manage devices, reduce distractions, and maintain a safe digital environment. Cost: £2,700.00

#### **White Rose Maths**

White Rose Maths offers a mastery-based approach to teaching mathematics, aligned with the National Curriculum. The subscription includes schemes of learning, teaching slides, worksheets, assessments, and CPD resources. It supports both primary and secondary learners, with scaffolded materials for those needing additional support. Staff have reported improved confidence and

	<p>attainment in maths, particularly among pupils with gaps in foundational understanding. Cost: £700.00</p> <p><b>Next Steps</b> The DTLAC will continue working closely with subject leads to evaluate the impact and effectiveness of these programs and initiatives.</p>	
Professional development of staff	<p>As previously highlighted, the RWI program continues to demonstrate a positive impact, with assessment data indicating a school-wide improvement in reading and spelling ages. It is expected that ongoing RWI training will further strengthen The Oaks' literacy provision as staff gain greater expertise in applying RWI strategies, techniques, and resources effectively.</p> <p>The MABLE speech and language intervention program, outlined below, has enabled intervention staff to deliver a wider range of targeted support tailored to individual needs.</p> <p><b>Next Steps</b></p> <p>The DTLAC will work closely with subject leads, intervention leads, and staff to evaluate and monitor the impact of the RWI and MABLE programs, ensuring they continue to meet the needs of pupils effectively.</p>	To be reviewed – February 2026
MITA Training for all school staff	<p>Mrs. Tweddle continues to deliver MITA training through a series of whole-staff sessions, conducted during multiple staff meetings each term. The ongoing commitment to MITA training is regarded as highly valuable, as it:</p> <p>Promotes consistency in the marking and assessment systems at The Oaks.</p> <ul style="list-style-type: none"> <li>• Deepens staff understanding of how metacognitive processes enhance pupil comprehension and retention.</li> <li>• Lays the groundwork for a more inclusive and meaningful assessment framework.</li> <li>• Strengthens teachers' awareness of the hierarchy of skills required for pupils to engage with learning effectively.</li> <li>• Reinforces the critical importance of these educational strategies.</li> </ul> <p>The fee to renew our MITA licence for 3 years was paid in a previous academic year.</p>	To be reviewed – February 2026  Completion date July 2028.
Further develop the assessment, monitoring and tracking of	<p>The Senior Leadership Team (SLT) continues to work closely with staff on implementing a new, MITA-informed assessment framework across The Oaks' curriculum. Assessment systems have been refined, ensuring that all pupils, including looked-after and disadvantaged learners, now have knowledge and application trackers completed every half term. These trackers evaluate engagement with learning opportunities,</p>	Completion date July 2025.

disadvantaged pupils	<p>document evidence of learning outcomes, and highlight intervention needs for both high-achieving and lower-achieving pupils.</p> <p><b>Next Steps</b></p> <p>With the recent updates to assessment processes, staff are still in the process of adapting to the new systems. Key staff and subject leads are actively compiling and analysing data.</p> <p>The DTLAC will work collaboratively with form tutors and teaching staff to prepare summary reports focusing on the progress of disadvantaged pupils. This will allow for a more detailed comparison of their performance relative to their peers, with the aim of making this data available in the Autumn update.</p>	
Embed the curriculum developments	<p>Since 2020, the Senior Leadership Team (SLT) has been working closely with staff to design a comprehensive and restructured curriculum for The Oaks.</p> <p>The project is now largely complete. Staff have begun delivering the revised curriculum and schemes of learning, and during this phase, SLT and subject leads continue to identify areas for refinement.</p> <p>The SLT is currently guiding the implementation of the new curriculum and assessment systems through:</p> <ul style="list-style-type: none"> <li>• Regular staff training during meetings to introduce and explain key concepts.</li> <li>• Weekly learning walks conducted by SLT and subject leads to ensure planned learning is effectively delivered and students are appropriately supported.</li> <li>• Weekly book scrutinies to monitor the quality of work and alignment with the curriculum.</li> <li>• Continuous support for staff and identification of additional needs to enhance delivery.</li> </ul> <p>This work remains an ongoing priority for the SLT.</p> <p><b>Next Steps</b></p> <p>The Designated Teacher (DT) will work with the SLT to identify opportunities where Pupil Premium (PP) funding can be utilized to further enhance the curriculum and its delivery.</p>	<p>To be reviewed – February 2026</p> <p>Completion date July 2028.</p>
MABLE Speech and Language Intervention - One Pupil		

### Success Criteria

Success will be measured through demonstrable improvements in performance, as evidenced by end-of-year assessments conducted at the conclusion of our strategy in July 2028.

Key indicators of success will include:

- A measurable increase in the number of disadvantaged pupils showing improved attainment, particularly in cases where formal qualifications such as GCSEs are not accessible. This may include progress in alternative accreditation routes or internal assessment frameworks.
- A rise in the number of disadvantaged pupils being entered for GCSE subjects, with a particular focus on core subjects such as mathematics, reflecting increased confidence, readiness, and academic support.

<b>Total budgeted cost</b>	<b>£14,463.00</b>
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## Intended outcome 2 - Approach: Targeted academic support

Desired Outcome		
<p><b>Disadvantaged students are provided with targeted interventions and support appropriate to their specific needs so that they can achieve their best</b></p> <p><i>Links to School Improvement Plan: Quality of teaching: Personal Development</i></p>		
Chosen approach	Part B: Review of the previous academic year - Outcomes for disadvantaged pupils – Autumn 2025 Update.	Completion/ review date
<p>HLTA Intervention (including contribution to intervention staffing costs)</p>	<p>The intervention lead, Mrs. Jackson, continues to closely monitor the intervention system to ensure:</p> <ul style="list-style-type: none"> <li>• Staff understand how to identify pupils with intervention needs.</li> <li>• Staff have access to guidance on how and when to make a referral for additional intervention support.</li> <li>• Details are available on the range of interventions offered and the staff members responsible for each specific intervention.</li> <li>• Staff know where to seek support.</li> <li>• Staff have guidance on setting SMART targets for interventions, linked to EHCP outcomes.</li> </ul> <p><b>Next Steps</b></p> <p>Intervention staff will continue to monitor the effectiveness of the intervention offerings, provide feedback on whether further review or support is required, and report data on the outcomes and effectiveness of</p>	<p>To be reviewed – February 2026</p> <p>Completion date July 2028.</p>
<p>HLTA Occupational Therapy Support</p>	<p>The ongoing service agreement with Future Steps, overseen by Mrs. Devonport, continues to be successful. Future Steps works closely with LAC, disadvantaged and other identified pupils to provide therapeutic support through:</p> <ul style="list-style-type: none"> <li>• One-on-one sessions</li> <li>• Assisting key support staff in delivering occupational therapies to pupils</li> </ul>	<p>To be reviewed – February 2026</p> <p>Completion date July 2028.</p>
<p>Service agreement with Future Steps Occupational Therapy</p>	<p>Mrs. Devonport reports that all occupational therapy interventions have resulted in improved outcomes and/or achieved targets. She continues to observe positive to strong progress in all pupils engaged in therapies provided by Future Steps or Oaks Staff following plans developed by Future Steps. Thus, both HLTA-supported OT and Future Steps OT services are proving effective.</p> <p><b>Next Steps</b></p> <p>Mrs. Devonport will continue to monitor outcomes and provide the DTLAC with detailed data on OT outcomes during the Spring term review of this plan.</p>	<p>To be reviewed – February 2026</p> <p>Completion date July 2028.</p>

Chosen approach	Part B: Review of the previous academic year - Outcomes for disadvantaged pupils – Autumn 2025 Update.	Completion/ review date
GCSE Maths Booster Group	<p><b>Maths Booster Groups – Impact and Next Steps</b></p> <p>Maths booster groups continue to play a vital role in supporting Year 11 pupils, particularly those facing barriers to learning. The current intervention strategy has been shaped by ongoing assessment and pupil progress reviews, and is coordinated by the KS4 Lead, Mr. Broom, in collaboration with the Interventions Lead, Mrs. Jackson.</p> <p>Stakeholders have consistently recognised the value of these groups, not only in terms of academic support but also in helping pupils build confidence and emotional readiness for formal examinations. The structured and personalised nature of the sessions has contributed to improved engagement and a more positive attitude towards learning.</p> <p><b>Next Steps:</b></p> <p>Mrs. Jackson and Mr. Broom will collaborate to ensure the GCSE booster group is re-established ahead of the spring review of Pupil Premium spending.</p> <ul style="list-style-type: none"> <li>Updated pupil progress data for the 2023/2024 cohort will be provided at the next review to inform future planning and resource allocation.</li> </ul>	<p>To be reviewed – February 2026</p> <p>Completion date July 2028.</p>

<b>Success Criteria</b>	
Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2028. An increase in the number of disadvantaged students entered for GCSE subjects, particularly maths.	
<b>Total budgeted cost</b>	<b>£114,032.00</b>

### Intended outcome 3 - Approach: Wider strategies to support pupils social, emotional, behavioural needs, support communication with parents and enhance the wider curriculum

<b>Desired Outcome 3</b>
<b>Disadvantaged pupils attend regularly, and thrive educationally, emotionally, socially and behaviourally</b>
<i>Links to School Improvement Plan: Personal development::</i>

<b>Chosen Action</b>	<b>Part B: Review of the previous academic year - Outcomes for disadvantaged pupils – Autumn 2025 Update.</b>	<b>Completion/ review date</b>
HLTA Attendance and Parental Liaison	<p>The retention of a Higher-Level Teaching Assistant (HLTA) with a dedicated focus on attendance has led to several positive outcomes:</p> <ul style="list-style-type: none"> <li>• Increased attendance among pupils previously identified as persistent absentees.</li> <li>• Strengthened relationships with parents and carers, resulting in more effective communication and collaboration.</li> <li>• Enhanced school-led interventions to address and reduce absence rates.</li> <li>• Improved accuracy in daily registration and attendance tracking.</li> <li>• Stronger partnerships with external agencies, supporting a more coordinated approach to pupil welfare.</li> </ul>	<p>To be reviewed – February 2026</p> <p>Completion date July 2028.</p>
Provision of Breakfast Club daily	<p>As a result of improvements funded through Pupil Premium, disadvantaged pupils now benefit from an expanded and more accessible breakfast offer. This includes:</p> <ul style="list-style-type: none"> <li>• A variety of breakfast options such as bagels, toast, and fresh fruit, which have seen significant uptake among pupils eligible for Free School Meals (FSM) and other disadvantaged groups.</li> <li>• Dedicated breakfast club resources—including bowls, spoons, and milk—ensuring that cereal is available daily to those who need it.</li> </ul> <p>These enhancements have led to increased engagement with the breakfast provision and have ensured that pupils start their day with a nutritious meal. While the initiative is primarily targeted at disadvantaged pupils, it is available to all students, including those who may arrive at school without having eaten.</p>	<p>To be reviewed – February 2026</p> <p>Completion date July 2028.</p>
To book Friday morning sessions for Year 10 and 11 students to attend College.	<p>The KS4 lead continues to monitor and roll out the transition opportunities for disadvantaged pupils. The current Year 11 cohort is accessing open days and trips to colleges.</p>	<p>To be reviewed – February 2026</p> <p>Completion date July 2028.</p>

<b>Success Criteria</b>
Through attendance date (where appropriate), observations and discussions with students and their families. Successful completion of PFA and EHCP outcomes and targets.
<b>Total budgeted cost</b> £47,291.00

## Intended outcome 4 Approach: DT Training

Desired Outcome 4		
<p><b>Pupils entitled to PP (and PP+) are able to achieve, enjoy and thrive during their time in school</b></p> <p><i>Links to School Improvement Plan: Quality of Teaching: Personal Development: Leadership and Management (PP+ pupils are included in the above actions and the additional work is identified below)</i></p>		
Chosen Action	Part B: Review of the previous academic year - Outcomes for disadvantaged pupils – Autumn 2025 Update.	Completion/ review date
DT Training	<p><b>Staff Training and CPD: Designated Teacher for Looked After Children (DTLAC)</b></p> <p>The Designated Teacher for Looked After Children (DTLAC) has actively engaged in a range of professional development opportunities, including training courses and networking events facilitated by virtual schools across the various local authorities supporting our LAC cohort. These sessions are typically funded by the virtual schools themselves, resulting in no direct financial impact on the school's budget.</p> <p>Given the complexity and evolving nature of the DTLAC role, ongoing Continuous Professional Development (CPD) is essential to ensure best practice and up-to-date knowledge of statutory guidance, trauma-informed approaches, and multi-agency working.</p> <p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• The DTLAC will coordinate and participate in regular CPD opportunities, with a target of attending 2–3 events per term.</li> <li>• Where training is not provided free of charge, the DTLAC will assess the relevance and necessity of the course and consider the use of Pupil Premium funding only as a last resort, if no alternative funding is available.</li> <li>• Any use of Pupil Premium for essential training will be fully documented and included in future updates under this section, ensuring transparency and accountability.</li> </ul>	<p>To be reviewed – February 2026</p> <p>Completion date July 2028.</p>
Success Criteria		
<p>Assessment data from staff, and feedback from staff, pupils and carers show that pupils have achieved well, attended and enjoyed school?</p>		
<p>Assessment data from staff, and feedback from staff, pupils and carers show that pupils have achieved well, attended and enjoyed school?</p>		
<b>Total budgeted cost</b>		£0.00

## **Part B: Review of the previous academic year**

### **Outcomes for disadvantaged pupils**

Review of the previous academic year has been incorporated into the comments provided in the second column against each intended outcome listed above. Please refer to those sections for detailed information on the review of the previous academic year and the outcomes for disadvantaged pupils.

## Budget Summary

**Total FSM Allocation** **£176,300.00**

### Approach 1

RWI Training - 18 - Staff	<b>£2,000.00</b>
RWI - Resources	<b>£2,000.00</b>
Numeracy Workout - Subscription	<b>£140.00</b>
Numeracy Warmup - Subscription	<b>£140.00</b>
Slueth - Subscription	<b>£2,730.00</b>
Evidence for learning - Subscription	<b>£3,000.00</b>
Senso - Subscription	<b>£2,700.00</b>
White Rose Maths - Subscription	<b>£700.00</b>
MABLE Speech and Language Intervention - One Pupil	<b>£1,053.00</b>

**Approach 1 - Total Spend** **£14,463.00**

### Approach 2

HLTA - Intervention (Mrs Sands)	<b>£46,666.00</b>
Service User Agreement with Future Steps	<b>£20,700.00</b>
HLTA - OT (Mrs Devonport)	<b>£46,666.00</b>

**Approach 2 - Total Spend** **£114,032.00**

### Approach 3

HLTA - Attendance - Mrs Emmerson	<b>£46,666.00</b>
Breakfast Club Provision	<b>£625.00</b>

**Approach 3 - Total Spend** **£47,291.00**

### Approach 4

DT Initiatives and Training	<b>£0.00</b>
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**Approach 4 - Total Spend** **£0.00**

**Total in** **£176,300.00**

**Total out** **£175,786.00**

**Balance** **£514.00**