

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Silverdale Primary Academy
Number of pupils in school	628
Proportion (%) of pupil premium eligible pupils	24.59%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium lead	Mr J Diss
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£231500
Recovery premium funding allocation this academic year	£22765
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£27200
Total budget for this academic year	£281465

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Academy name: Silverdale Primary Academy

What is the pupil premium?

- The pupil premium is a sum of money given to schools each year to support:
 - Raising the attainment of disadvantaged pupils of all abilities to reach their potential
 - Children and young people with parents in the regular armed forces

Why do schools receive this?

- Research shows that children who are in low income families do less well than those who are not. They sometimes face challenges such as poor language skills, less family support and issues with attendance and punctuality. The extra funding is intended to directly benefit those pupils who are eligible.

Your child is eligible if he or she:

- Has qualified for free school meals at any point in the last six years
- Has been looked after under local authority care for more than one day, been adopted from care or has left care
- Has a parent in the regular armed forces

How is it spent?

- Academies can choose how to spend the money for the educational benefit of the pupils of the academy
- Schools are accountable for how they spend the money and Ofsted will report on the attainment and progress of disadvantaged pupils who attract the pupil premium during an inspection

How do we ensure that our spending is effective?

- Through regular monitoring of student data
- By evaluating and reviewing our strategy
- By keeping abreast of research and developments and being proactive in our approach to implementing new strategies
- By not being afraid to change a strategy that isn't working

Note:

- All children in Reception, Year 1 and year 2 now have free school meals, but may not be eligible for the pupil premium funding unless they qualify under low income-based criteria

Challenges

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

Challenge number	Detail of challenge
1	Low levels of engagement in reading (EYFS/KS1)
2	Emotional and social well-being; lack of emotional stability can have a negative impact on the attainment and progress of pupils. Emotional support for pupils who lack confidence and self-esteem provided through THRIVE, Forest school and subsidized class trips (e.g. PGL)
3	Poor Language/Literacy skills / Poor phonic awareness
4	Low on entry to school supported through intervention support e.g. Catch Up
5	Persistent Absence
6	Impact of Covid

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
Progress in Reading	Achieve national average progress scores in KS1 and KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve average KS2 Mathematics progress in KS1 and KS2
Phonics	Achieve national average expected standard in PSC
Other	Improve attendance of disadvantaged pupils to 95%

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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
iSEND training courses offered to all staff	Impact upon wave 1 teaching evidenced through class room practice and observations.	1, 3, 4, 6
Science training		1, 3, 4, 6
Better Reader		1, 3, 6
Accelerated reader		1, 3, 6
Wellbeing Champion		2

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recovery Teacher ~ curriculum recovery £36724.021	<ul style="list-style-type: none"> Due to the profound impact that COVID has had on the pupils' learning, recovery teacher to be employed to enable gap in the children's learning to be addressed. Teacher to target identified groups. EEF evidence that high quality structured interventions help with both numeracy and literacy. EEF (2018) 'Teaching and Learning Toolkit: One to one tuition' and 'Teaching and Learning Toolkit: Small Group Tuition', London: Education Endowment Foundation 	6
In Class targeted support (National Tutoring Programme) £28800 (Three qualified teachers for	<ul style="list-style-type: none"> Three qualified teachers to address missed learning due to COVID. Gap analysis to identify children and areas to be addressed. EEF evidence that high quality structured interventions help with both numeracy and literacy. EEF (2018) 	6

30 weeks~ 5 whole days a week)	'Teaching and Learning Toolkit: One to one tuition' and 'Teaching and Learning Toolkit: Small Group Tuition', London: Education Endowment Foundation	
After school tutoring (Years 3,4,5 and 6) £16540	<ul style="list-style-type: none"> To support Pupil Premium children in English and Maths targeting key areas highlighted in gap analysis. <p><i>EEF small group tuition evidence:</i></p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. It is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. Frequent sessions, three times a week or so, lasting up to an hour over about 10 weeks typically show the greatest impact.</p>	3,6
Provision of TA support Year 1 Phonics £16662.62	<ul style="list-style-type: none"> To support key aspects of learning by providing targeted wave 2 interventions and forward at an accelerated pace. <p>EEF Evidence: The purpose of phonics is to quickly develop pupils' word recognition and spelling. This involves developing a child's phonemic awareness, which is their ability to hear, identify, and manipulate phonemes (the smallest unit of spoken language), and to teach them the relationship between phonemes and the graphemes (a letter or combination of letters used to represent a phoneme) that represent them. There is very extensive evidence to support the use of a systematic phonics programme with pupils in Key Stage 1.</p> <p>23. EEF (2015) 'Teaching and Learning Toolkit: Phonics', London: Education Endowment Foundation</p>	3
To support dyslexic pupil premium children through specific targeted support £12559.75	<ul style="list-style-type: none"> To support dyslexic pupils with the development of language and enable access to the curriculum in their base classes. To provide support for teachers to develop planning to best meet the needs of dyslexic pupils. <p>EEF (2018) 'Teaching and Learning Toolkit: One to one tuition' and 'Teaching and Learning Toolkit: Small Group Tuition', London: Education Endowment Foundation</p>	3
Provision of an EYFS Reading Champion £7120.83	<ul style="list-style-type: none"> To support the development of literacy skills in the year group Focused reading support to raise standards and move the more able children forward at an accelerated pace. <p>EEF Evidence: Teachers play an important part in motivating children to read. Being willing and eager to read influences reading attainment by increasing the amount of reading a child undertakes. This may also lead to an increased confidence to engage with a wider range of genres. Undertaking more reading from a wider range of genres offers greater opportunities to develop deeper understanding of texts.</p>	1,3,4

	22. McNally, S., Ruiz-Valenzuela, J. and Rolfe, H. (2016) 'ABRA: Online Reading Support', London: Education Endowment Foundation	
Provision of a Year 1 Reading Champion £ 10211.96	<ul style="list-style-type: none"> To support KS1 pupils who are not on track (In conjunction with Daily Supported Reading) to make accelerated progress and close the gap on their peers. To offer support and training for teachers to enable them to teach high quality reading lessons. <p>EEF Evidence: Teachers play an important part in motivating children to read. Being willing and eager to read influences reading attainment by increasing the amount of reading a child undertakes. This may also lead to an increased confidence to engage with a wider range of genres. Undertaking more reading from a wider range of genres offers greater opportunities to develop deeper understanding of texts.</p> <p>22. McNally, S., Ruiz-Valenzuela, J. and Rolfe, H. (2016) 'ABRA: Online Reading Support', London: Education Endowment Foundation</p>	1,3,4
To use digital technology to create a learning hub. This involves a) 1:1 learning devices (ipads) b) On-line learning programmes Employment of TA's to run and drive forward digital learning. £20275.25	<ul style="list-style-type: none"> To use digital technology to make a significant impact on learning. <p>Evidence: Studies consistently find that digital technology is associated with modern learning gains: on average an additional 4 months progress ~ Sutton Trust</p>	1 & 3

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Provision of Behaviour and Thrive Assistants and resources</p> <p>£36,046.11</p>	<ul style="list-style-type: none"> To deliver high quality social, emotional and mental health interventions. To reduce exclusions for disadvantaged pupils. To support attendance. <ul style="list-style-type: none"> Evidence: Thrive has provided an effective, early intervention tool that evidences incremental progress made by children, helping them to overcome barriers to learning (evidence for Ofsted and pupil premium) It offers a structured training programme for staff which directly increases the effectiveness of intervention. Evidence in the EEF/Sutton Trust document shows that, for example, the positive impact of the deployment of teaching assistants is greatly-increased when a structured approach is implemented. 	<p>2</p>
<p>Safeguarding / Attendance</p> <p>Co-ordinator, funding for uniform and extended school fees.</p> <p>£13626.97</p>	<ul style="list-style-type: none"> To reduce persistent absence of disadvantaged pupils To increase the attendance of disadvantaged pupils Provision of extended school places to encourage regular attendance at the academy. <p>Evidence: Durrington Research School In Supporting the attainment of disadvantaged pupils: Articulating success and good practice the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and readjust as necessary.</p>	<p>5</p>
<p>Catch Up Literacy/Numeracy Intervention & 1st Class @ Number</p> <p>£28601.16</p>	<ul style="list-style-type: none"> To deliver key reading and maths interventions to rapidly raise pupil outcomes in reading and maths. <p>Evidence: EEF Promising Projects ~ Catch Up Literacy/Numeracy Catch Up Numeracy is a one-to-one intervention for learners who are struggling with numeracy. It consists of two 15-minute sessions per week which are usually delivered by teaching assistants. To prepare them for delivering the intervention, teaching assistants are supplied with detailed session plans and receive three half-day training sessions. The intervention breaks numeracy down into ten components, assesses children's ability on each, and targets subsequent instruction so that the tutor always addresses the exact area of weakness. Components include counting procedures, counting principles, derived fact strategies, etc. The approach is based on research indicating</p>	<p>4</p>

	<p>that numeracy is not a single 'big' skill, but a compound of several 'little' skills that seem to be quite discrete. Children (and adults) may be very strong in some skills but very weak in others, and brain-imaging studies suggest that the different skills are handled by different parts of the brain. By recognising and building on this finding, the Catch Up Numeracy intervention enables tutors to diagnose and treat problems precisely and effectively.</p>	
<p>Forest School leaders and resources</p> <p>£31,334.97</p>	<ul style="list-style-type: none"> Disadvantaged children to participate in outdoor learning to increase confidence, self-esteem and develop social skills in the context of creative, stimulating and interactive activities outside. <p>Evidence: Forest School has six principles which underpin its practice and define it from other outdoor learning experiences. A growing body of research evidence has demonstrated the benefits of Forest School including improvements in: Social and emotional development, Academic attainment, School attendance, Environmental attitude and knowledge <i>Tiplady LSE, Menter H. (2020) Forest School for wellbeing: an environment in which young people can 'take what they need'. Journal of Adventure Education and Outdoor Learning</i></p>	2
<p>Disadvantaged children to take part in aspirational trips and visits and share the same experiences as other pupils</p> <p>£4000</p>	<ul style="list-style-type: none"> Disadvantaged children to take part in the same aspirational trips as their peers, such as PGL in Year 6. <p>Evidence: EEF Outdoor Learning Activity Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p>	2
<p>Educational Consultancy and Support and enrichment – Education Futures Trust and East Sussex Music Service</p> <p>£2000</p>	<ul style="list-style-type: none"> To deliver key interventions throughout the course of the year to target disadvantaged pupils e.g. Shore Academy and music service <p>Evidence: EEF Arts Participation Overall, the impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and for disadvantaged pupils. Some arts activities have been linked with improvements in specific outcomes. There is some evidence of a positive link between music and spatial awareness. Wider benefits such as more positive attitudes to learning</p>	2

	and increased well-being have also consistently been reported.	
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Total budgeted cost: £ 264503.60

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.

What we spent it on	Why	Outcomes
<p>£15,562.64</p> <p>Provision of Speech and Language Therapy</p>	<ul style="list-style-type: none"> To enable pupils with language difficulties to access the curriculum through the provision of a language rich environment, as well as wave 3 therapy for pupils who have speech and language difficulties. To support staff to plan accordingly for those children who have language difficulties. 	<ul style="list-style-type: none"> 23% of the disadvantaged children require further action 23% of the disadvantaged children are now back on wave action. 55% of the disadvantaged children are now working at age appropriate standard.
<p>£10459.96</p> <p>Provision of a EYFS Reading Champion</p>	<ul style="list-style-type: none"> To support the development of literacy skills in the year group Focused reading support to raise standards and move the more able children forward at an accelerated pace. 	<ul style="list-style-type: none"> 68% of children (at end of Term 5) were working at or above expectation for reading. 27% were working at significantly above expectation and 41% were working at expectation. This is a 20% increase since last lockdown.
<p>£35433.10</p> <p>Provision of Behaviour and Thrive Assistants</p>	<ul style="list-style-type: none"> To deliver high quality social, emotional and mental health interventions. To reduce exclusions for disadvantaged pupils. To support attendance. 	<ul style="list-style-type: none"> Thrive assessments show improved outcomes for key children. Pupil voice show that pupils feel safe and happy in school. Total number of fixed term exclusions has reduced from 9 to 8. Total number of days has reduced from 14.5 days to 11 days. (End of Term 5 [6.6.21] 2021)
<p>£32579.73</p> <p>To use digital technology to create a learning hub. This involves three strands of purchase</p> <p>c) 1:1 learning devices (ipads)</p> <p>d) On-line learning programmes</p> <p>Employment of TA to run and drive forward digital learning.</p>	<ul style="list-style-type: none"> To use digital technology to make a significant impact on learning. (Studies consistently find that digital technology is associated with modern learning gains: on average an additional 4 months progress ~ Sutton Trust) 	<ul style="list-style-type: none"> See Appendix A

<p>£6500.82</p> <p>Safeguarding / Attendance</p> <p>co-ordinator</p>	<ul style="list-style-type: none"> To reduce persistent absence of disadvantaged pupils To increase the attendance of disadvantaged pupils 	<ul style="list-style-type: none"> Attendance data not reported due to Covid 19
<p>£29655.86</p> <p>Catch Up Literacy/Numeracy Intervention & 1st Class @ Number</p>	<ul style="list-style-type: none"> To deliver key reading and maths interventions to rapidly raise pupil outcomes in reading and maths. 	<ul style="list-style-type: none"> Catch Up Literacy intervention data shows that for 80% of those disadvantaged children who participated in the programme the gap closed and have made progress over time. 20% have made accelerated progress and now have reading ages that are above their chronological age. On average the children make 2months progress for every 1 month. Catch Up Numeracy intervention data shows that 86% of those disadvantaged children who participated in the programme made progress over time. On average, the pupils made 10 months progress over the course of the intervention. 38% of the pupils have made accelerated progress and now have a numeracy age which is above their chronological age. This has also impacted on their performance within the classroom setting. 1st Class @ Number data shows that on average the disadvantaged children who took part in the intervention made 9.25 months progress (over 3 months). 58% of the pupils made above 10 months progress. 25% made accelerated progress where the Numeracy age is above Chronological age.
<p>£29832.91</p> <p>Forest School</p>	<ul style="list-style-type: none"> Disadvantaged children to participate in outdoor learning to increase confidence, self-esteem and develop social skills in the context of creative, stimulating and interactive activities outside. 	<ul style="list-style-type: none"> Disadvantaged children have greater resilience and improved social skills when taking part in educational tasks and are now able to participate effectively with greater confidence in group tasks.
<p>£4000</p> <p>Disadvantaged children to take part in aspirational trips and visits and share the same experiences as other pupils</p>	<ul style="list-style-type: none"> Disadvantaged children to take part in the same aspirational trips as their peers, such as PGL in Year 6. To allow children to access hands on learning and immersion in activities. Pupils are able to access outdoor activities and experience a sense of risk, adventure and challenge. 	<ul style="list-style-type: none"> Post Covid Lockdown (Covid 19), Year 6 participated in a one day PGL visit which included abseiling, raft building, giant swing and sensory trail. This resulted in the many of the children returning to school with a more positive attitude to learning. It also made particular benefits in social and emotional outcomes for the pupils; a sense of achievement. Year 6 pupils felt

better prepared for transition due to improved confidence.

£13777.01
 To support dyslexic pupil premium children through specific targeted support

- To support dyslexic pupils with the development of language and enable access to the curriculum in their base classes.
- To provide support for teachers to develop planning to best meet the needs of dyslexic pupils.

- Target group in Years 5 and 6 (Dyslexic)
- Based on Term 5 Data (Whilst the outcomes are not at expected standard, Covid 19 has impacted significantly on this).
- The Dyslexic group have made 2.4 steps progress in reading, 1.4 steps in writing and 1.9 steps in maths.

Steps Attainment Summary
 Y4, Y5, Y6 - 'Dyslexic Group 2020' (13 pupils)

Year 5 (4 pupils)	Number of Pupils (%) assessed in each Step as at Year 5 Summer 1						
	3s+	4b+	4w	4w+	4s	4s+	5b
Reading				1 (25.0%)	2 (50.0%)	1 (25.0%)	
Writing	1 (25.0%)	1 (25.0%)	1 (25.0%)		1 (25.0%)		
Mathematics			2 (50.0%)		1 (25.0%)		1 (25.0%)

Year 6 (9 pupils)	Number of Pupils (%) assessed in each Step as at Year 6 Summer 1										
	3b	3b+	3s	4b+	4s	4s+	5b	5b+	5w	5w+	5s
Reading			1 (11.1%)			1 (11.1%)	1 (11.1%)		2 (22.2%)	3 (33.3%)	1 (11.1%)
Writing		1 (11.1%)		2 (22.2%)	1 (11.1%)	1 (11.1%)		1 (11.1%)	2 (22.2%)	1 (11.1%)	
Mathematics	1 (11.1%)					1 (11.1%)		2 (22.2%)	2 (22.2%)	2 (22.2%)	1 (11.1%)

£18272.98
 Provision of TA support
 Year 1 / Phonics

- To support key aspects of learning by providing targeted wave 2 interventions and supporting class teachers with strategic and resources.

- TA provision in Year 1 classes supported pupils when moving up from EYFS, having had a greatly reduced time in EYFS due to COVID 19.
- Pupils have developed routines and classroom management as a result of this support, which were lacking due to missed time in EYFS.
- Phonic interventions provided PP children with multi-sensory activities to develop their confidence, self-esteem and reinforced early Literacy skills through listening and speaking. Sound phonic activities encouraged the children to look at, point to, trace and form letters correctly and identify and say correct sounds, blending sounds to read words moving on to segmenting and blending words and to practise reading and spelling tricky words.
- Pupils have made progress over time working through the

		phases with greater confidence.
£1000 Educational Consultancy and Support and music service	<ul style="list-style-type: none"> To deliver key interventions throughout the course of the year to target disadvantaged pupils e.g. East Sussex music service 	<ul style="list-style-type: none"> Key targeted pupils demonstrated improved social and emotional behaviours to enable improved access in the classroom. Pupil's knowledge and ability in playing musical instruments has improved. Pupils are working towards grading.
£1500 Provision of school uniform	<ul style="list-style-type: none"> To enable all children to feel proud of their school and have a sense of belonging 	<ul style="list-style-type: none"> 100% uptake of uniform which has enabled children to feel part of the academy community.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Appendix A

iPad Pupil Premium reading interventions – impact summary for 2020/21

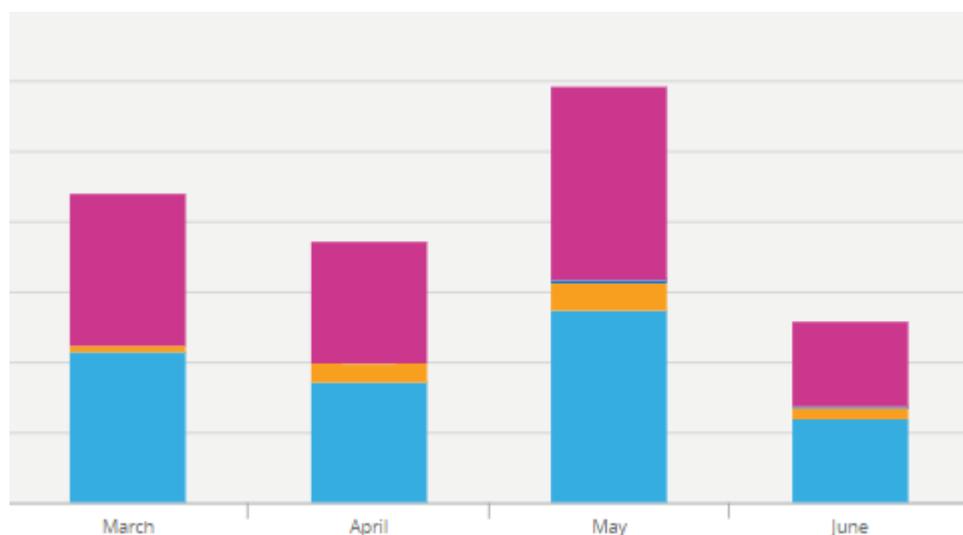
iPads were used in 3 distinct ways during this period:

- As an intervention strategy targeting specific groups of children.
- As a whole class intervention/learning tool during some PPA times.
- As a home learning resource – especially during the period of partial school closure from Jan-March 2021.

Year 1 Reading Eggs intervention group

This group comprises around 12 Year 1 children that were identified as being below the necessary reading level to access the full DSR programme. When the relaxation of national restrictions allowed for the resumption of a (modified) DSR programme in March these children instead participated in 5 X 30 minutes of Reading Eggs iPads based interventions alongside 4 X 30 minutes of phonics intervention led by the SENCO. This is substantially more than the regular DSR programme allows, enabling these children to make accelerated progress.

Engagement: (6 of these children have now moved onto DSR).



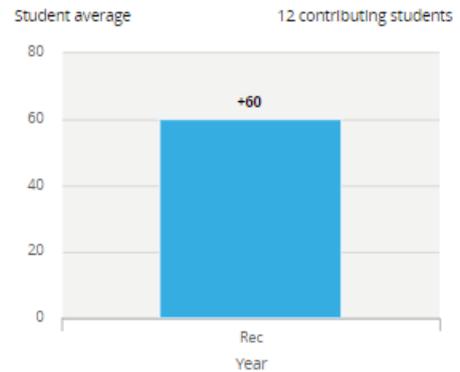
Over the course of 3 months, this group of 12 children:

- Completed over nearly 400 Reading Eggs lessons – an average of 32 per child
- Read nearly 400 books – an average of 32 per child
- Completed lessons at home in their own time, as well as during specified intervention times.

Progress:

- Most children achieved Lexile growth equivalent to around 6 months typical progress.
- This equates to approximately double the rate of progress that might normally be expected.
- These children are still substantially behind their peers and will require ongoing additional intervention, but have started to make progress after a period of inertia exacerbated by the periods of school closure.

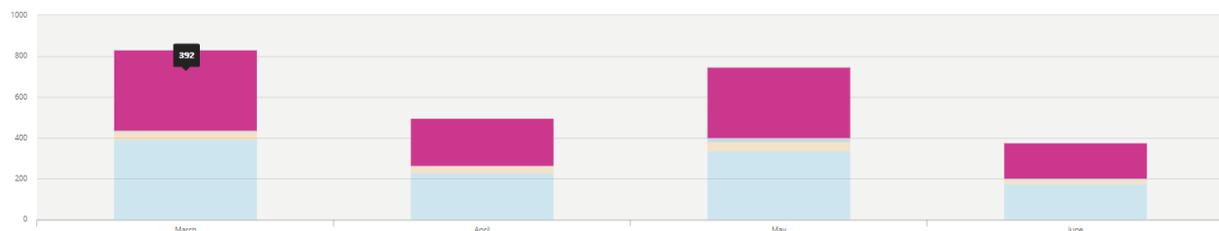
Average Lexile Growth



Year 2 Reading Eggs intervention group

This group comprises 3 groups totalling 37 children that were identified as being substantially below. When the relaxation of national restrictions allowed for the resumption of a (modified) DSR programme in March these children instead participated in 5 X 30 minutes of Reading Eggs iPads based interventions alongside 4 X 30 minutes of phonics intervention led by the SENCO. This is substantially more than the regular DSR programme allows, enabling these children to make accelerated progress.

Engagement:



Over the course of 3 months, this group of 37 children:

- Completed over 1100 Reading Eggs lessons – an average of 31 per child
- Read nearly 1100 books – an average of 31 per child
- Completed lessons at home in their own time, as well as during specified intervention times.

Progress:

- Most children achieved Lexile growth equivalent to over 6 months typical progress,
- This equates to approximately double the rate of progress that might normally be expected.
- This 'on paper' growth has also started to translate into concrete movement through the book bands too, with children typically making slightly above average progress – whereas this group had struggled to make consistent progress

historically. Some children have made as much as 4 book bands progress, equating to 2/3 of a year progress in 3 months.

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Year 3 Reading Eggs intervention group

This is a rolling group that operates 4 mornings a week during Year 3 Destination Reader time. This is the second year that this intervention has run as it was extremely successful last year. It focuses on children selected by their class teachers who would struggle to access the regular Destination Reader content and require more phonics focused work to get them ready. As such, a number of children have joined this groups and then subsequently 'rolled' back into the regular DR curriculum.

Progress:

- 8 children have effectively completed the initial programme, completing a total of 400 lessons, averaging 50 lessons each and making around 5 book bands progress during this period after a period of below average progress in previous years.
- 15 children have accessed the intervention. On average they have made the equivalent of 1 years progress - effectively negating the impact of the 2nd national lockdown (and bearing in mind some completed the programme well inside the academic year so progress is measured to that point).
- Year 3 teachers are positive about the programme and comment how it enables the pace of the lesson with the remaining members of the class to be quicker and then for Reading Eggs participants to re-join once they have 'caught up'.

School closure and wider impact:

Reading Eggs has also been extremely beneficial in terms of a wider school impact during the period of school closures. Over the period of the 2nd lockdown, January 2021-8th March 2021:

- 4000+ lessons completed.
- 2500+ books read.
- Lexile growth seen in all year groups using these programmes.

The programme has been especially well used by Reception children, who are at an extremely important formative stage of their exposure to reading.