

**OYSTER PARK PRIMARY ACADEMY
PUPIL PREMIUM STRATEGY 2019-2022**

1. Summary information					
School	Oyster Park Primary Academy				
Academic Year	2019-2020	Total PP budget (3 terms*)	£230,640	Date of most recent PP Review	March 2018/February 2019
Total number of pupils (incl UFS)	362	Number of pupils eligible for PP	176 (49%)	Date for next internal review of this strategy	January 2021

2. Current academic outcomes						
	School 2019			National 2018		
	PP	NPP	Diff 2019 (Difference 2018)	PP	NPP	Diff: Sch PP - Nat NPP (Difference 2018)
EYFS - % Reaching Good Level of Development 2018-19	67%	67%	0% (-13%)	57%	74%	-7% (-14%)
% that achieved the threshold 32/40 to pass the Phonic Screening test (Yr1)	86%	79%	+7% (-29%)	72%	85%	+1% (-42%)

KS1 - % Reaching Expected Standard 2018-19						
Reading	55%	69%	-14% (-20%)	62%	79%	-24% (-32%)
Writing	50%	72%	-22% (-20%)	55%	74%	-24% (-25%)
Mathematics	55%	69%	-14% (-15%)	63%	80%	-25% (-21%)
R, W & M	50%	69%	-19% (-21%)	N/A	N/A	N/A
KS2 - % Reaching Expected Standard 2018-19						
Reading	52%	71%	-19% (-20%)	64%	80%	-22% (-43%)
Writing	74%	88%	-14% (-10%)	67%	83%	-16% (-14%)
Mathematics	63%	71%	-8% (-18%)	64%	81%	-15% (-35%)
GPS	63%	82%	-19% (-11%)	67%	82%	-19% (-22%)
R, W & M	44%	65%	-21% (-24%)	51%	70%	-21% (-44%)
KS2 - Average Scaled Score 2018-19						
Reading	101.2	104.8	-3.6 (-3.7)	103	106	-4.8 (-9.1)
Grammar, Punctuation and Spelling	102.7	106.9	-4.2 (-4.0)	104	107	-4.3 (-6.5)
Mathematics	101.9	105.9	-4 (-4.0)	102	105	-3.1 (-7.1)
KS2 – Average Progress Score 2018-19						
Reading	-1.3	-0.4	-0.9 (-1.7)	-0.6	+0.3	-1.6 (-5.9)
Writing	-0.7	+0.4	-1.1 (-0.9)	-0.4	+0.2	-0.9 (-1.6)
Mathematics	-1.3	+0.2	-1.5 (-1.5)	-0.6	+0.3	-1.6 (-4.7)

3. Barriers to future attainment (likely characteristics of pupils eligible for PP) (I = issues to be addressed in school; E = issues which also require action outside school eg parental involvement)

A	Below age-related speech and language skills on entry to nursery, leading to delays throughout their school life (eg phonic skills in Y1) (E/I)
B	Reduced attendance and punctuality (E/I)
C	Lack of access to wider experiences (I/E)
D	Poverty of academic expectation from pupils, parents, staff etc (leading in some cases to reduced parental engagement) (E/I)

E	Poorer behaviour due to social, emotional and mental health needs (I/E)
F	Poorer metacognitive and self-regulatory performance (especially resilience) leading to lower academic outcomes (I/E)
G	Some pupils who qualify for Pupil Premium funding also have specific SEND needs (greater proportion than for non-PP) (I/E)
H	Some pupils entitled to Pupil Premium funding speak English as an additional language (EAL) (E)

3. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria (and how measured)
A.	Accelerated language development in EYFS and KS1 leading to attainment and progress differences between disadvantaged and non-disadvantaged diminishing for all groups within each key stage.	Nursery SLT outcomes rising rapidly for EYPP pupils, continuing into Reception; pupils eligible for PP make similar or better progress as 'other' pupils, across EYFS and Key Stage 1. Measured by teacher assessments, in house /cross school moderation and end of Key Stage tests and benchmarking against national data. School data and pupil progress meetings will identify improvements in performance for those in receipt of PP).
B.	Pupils and families with low attendance / high persistent absenteeism or poor punctuality levels are supported and challenged effectively to rapidly improve attendance outcomes.	Improved levels of attendance punctuality, and a decrease in Persistent Absence. Attendance figures for children eligible for Pupil Premium are well above national PP rates and close to national non-PP figures.
C.	All pupils take part in curriculum enrichment activities before and after school and residential visits irrespective of income, and receive additional opportunities to access curricular and other experiences.	Financial factors are not a barrier to attending visits or taking part in enrichment opportunities and all pupils in receipt of PP funding attend. Academic outcomes in all

		Key Stages increase as a result, measured by termly tracking data and end of KS results.
D.	All entitled families engage thoroughly with school including registering for Pupil Premium entitlement, attending Parents' Evenings etc.	<p>Identified families engage with FSW/Inclusion team and offer of support.</p> <p>This will have a positive impact on:-</p> <p>Attendance (see above)</p> <p>Meeting of basic needs/children's readiness for school and learning</p> <p>Children's emotional well-being and behaviour</p> <p>Support with homework</p>
E.	All PP children with emotional and behavioural needs receive targeted interventions to ensure that they make expected or better than expected progress and that exclusions / consequences for such pupils are rapidly reduced and maintained at low levels.	Webster Stratton system working throughout the school and numbers of recorded incidents (and exclusions) for PP children in line with those for non-PP peers in all year groups.
F.	Systematic method of encouraging metacognition and self-regulation embedded throughout the school so that all pupils, especially those entitled to PP, are able to describe ways in which they are great learners, and areas in which they are developing further.	Before and after questionnaires demonstrate impact for pilot year groups and more widely in school if rolled out further during Summer 2020.
G.	All SEND pupils who are also entitled to PP funding make expected or better progress based on their starting points, and perform well in comparison to their Other SEND counterparts within school and nationally.	ASP figures for 2019-20 show that Disadvantaged Low prior attainers have positive progress figures (on average) (may not be statistically significant).

H.	All EAL PP pupils make similar progress and reach similar levels of attainment their EAL non-PP peers in school, and close on EAL Other pupils' outcomes nationally.	Internal tracking and other micro data (eg spelling test results) show diminishing differences for the EAL PP children over time.
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4. Planned expenditure (all figures are estimates)

Academic year	2019-2020
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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	Review dates and indications of impact
A – G: Staff can access advice and support to ensure quality first teaching is used to ensure the correct provision is in place for pupil premium pupils.	Pupil Premium Champion employed to monitor provision for PP throughout the school. (HT and Deputy to cover role in the medium term) £21,600	Effective targeted monitoring can ensure that targeted support is used effectively and have a positive impact on progress and attainment. See recommendation on designated SLT member in <i>The Pupil Premium</i> , Ofsted 2013.	Termly meetings between HT/DH as PPCs - PP Champions regular follow-ups from Pupil Progress Meetings involving identified PP TAs during 2019-20 cycle.	HT Deputy Inclusion lead PP Governor	Termly Targeted support will have an impact on pupil outcomes Close monitoring of intervention will ensure adaptations are made swiftly Staff will be knowledgeable about the standard of provision for PP pupils as this will have been cascaded by PP champion

Impact –

- Clear plan in place documenting barriers to learning for disadvantaged pupils
- Clear ownership from SLT team on pupil premium expenditure which links directly to diminishing the difference between PP and Non-PP
- Diminishing the difference is a priority on the School Development Plan
- Staff across school have an understanding of the standard of provision for disadvantaged pupils
- The Pupil Premium Champion has a comprehensive and accurate overview of what is happening across school, areas of development are highlighted and clear actions put in place to address
- Robust approach of monitoring of PP attainment and progress – staff held to account within pupil progress meetings
- Developing Governor knowledge and awareness of Pupil Premium Expenditure and impact (Governor minutes)

<p>A, C, D, E: CPD enables staff to ensure that quality first teaching has a positive impact on pupil progress for all Pupil Premium pupils <i>including the more able</i>.</p> <p>All pupils including PP pupils will make progress in line with SDP and PM targets.</p>	<p>Provide a range of targeted CPD to enable teachers to be outstanding classroom practitioners for example Pupil Premium Practice in the classroom - 'Biasing the learning' as a PP mantra. £6,000</p>	<p>QFT has a positive impact for pupil premium pupils. Research shows high quality feedback supports rapid progress (EEF toolkit +8 months) QFT will ensure a long-term impact for all pupils but especially disadvantaged (-6 months progress for poorly performing teachers versus +6 months years' for highly effective ones). (see also preamble to Sir John Dunford's 10 point plan 2014).</p>	<p>Monitoring and review by subject leaders – focus on PP Lesson observations; Pupil Progress Meetings/tracking; time set aside in staff meetings for staff to share CPD and evaluate effectiveness. Evidence of success for each training strategy will be planned and adopted.</p>	<p>SLT</p>	<p>Termly The impact of CPD will be visible through carefully planned monitoring activities following CPD sessions</p> <p>CPD will have an impact on pupil outcomes and gaps between disadvantaged pupils/non disadvantaged will diminish further</p>
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Impact

- Clear CPD plan in place at all levels linked to SDP priorities – access to planned CPD impacted by Lockdown measures due to Coronavirus pandemic 24th March 2020
- Lesson observations/drop ins focussing on the deployment of support staff have taken place. Outside agencies have been used to upskill support staff on some interventions.
- Support staff briefings are used to update support staff on developments.
- Teachers work closely with support staff when planning and evaluating interventions.
- Lesson observations/drop ins across school ensuring QFT for disadvantaged pupils
- Greater emphasis and understanding across school around Pupil Premium

<p>A, C, D, E: Increased exposure to reading opportunities throughout the day leading to increased attainment in reading</p>	<p>Reading Resources for breakfast club- Raising the profile of reading and targeting key pp children with a range of reading resources to increase attainment in reading</p> <p>£500</p>	<p>Expected Reading attainment increased at both KS1 and KS2. The % of pupils achieving GDS also increased within both Key stages. This needs to be sustained throughout the next 3 academic years and the gap between PP and Non needs to continue to decrease. Need to continue to develop literature within the library areas/breakfast club provision</p> <p>EEF Toolkit - Reading comprehension strategies (+6 months)</p> <p>EEF Literacy in KS1 Recommendation 2 (September 2016)</p> <p>EEF Literacy in KS2 Recommendation 2 (April 2017)</p>	<p>Monitoring the structure of breakfast club and supporting staff to skilfully listen to children read/support reading comprehension games/bug club</p> <p>Analyse Data Pupil questionnaires around reading provision at breakfast club</p>	<p>JCK JL</p>	<p>Termly Pupil voice will evidence the reading activities taking place within breakfast club</p> <p>Data analysis will highlight the impact of increased reading opportunities for disadvantaged pupils</p> <p>Monitoring will evidence the use of reading materials/activities daily within breakfast club</p>
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Impact

- Developing a love of reading is a clear priority across school – library provision continues to be developed, learning environments/reading areas in all classrooms promote reading for pleasure
- Year group visits to local library established
- Reading hampers for breakfast clubs provided, drops ins evidence pupils from a range of year groups accessing resources, adults supporting in breakfast club reading to pupils
- Story time embedded at the end of the school day for all year groups (evidence drop ins)

Reading DATA

<p>G: Increased % of PP children receiving support through EHCP's/MSP's/ OPP's</p> <p>Disadvantaged children on the SEND register to have SMART targets on OPP's/MSP's to ensure measurable progress</p> <p>Differentiation for all SEND groups of pupils carefully monitored to ensure needs are met through QFT</p>	<p>Non-class based Inclusion Lead to ensure the needs of all vulnerable pupils (SEN/PP/LAC) are met, including through improved identification of SEND needs.</p> <p>Class teachers to be more involved in teaching SEND pupils directly, as well as through the work of well-trained and deployed TAs.</p> <p>£7,800</p>	<p>Research shows high quality feedback supports rapid progress (EEF toolkit +8 months) QFT will ensure a long term impact for all pupils, including those with SEND.</p> <p>Also mastery learning (+5 months), collaborative learning (+5 months)</p> <p>These will rapidly become part of QFT throughout the school, again 'biased towards' PP pupils' where appropriate.</p>	<p>Sharing of expertise for SEN pupils.</p> <p>Planned daily interventions monitored to ensure quality and feedback given to adult delivering.</p> <p>Tracking progress to highlight gaps within learning.</p> <p>Educational Psychologist to observe interventions and provide feedback/development points to improve practice for support assistants.</p> <p>Lessons monitored to ensure appropriate differentiation at all levels of ability.</p>	<p>Inclusion Lead</p>	<p>Termly</p> <p>Pupil progress meetings and data analysis will identify disadvantaged pupils on the SEND register making progress</p> <p>Observations will identify SEND pupils working towards SMART targets set within OPPs/MSP's/EHCP's</p> <p>QFT will ensure all abilities are supported through appropriate differentiation</p>
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Impact: See SEND Impact Report

- 48% of the SEND register are disadvantaged pupils- SEND register robust with teachers having ownership along with SENCo
- 6/13 EHCP pupils are disadvantaged
- OPPs reviewed and developed by Inclusion Lead and EP to ensure appropriate measurable targets for all pupils
- CPD delivered by LSS and EP for all teaching staff - Develop ability to write precise targets that link to provision so SEND pupils are supported to make progress
- CPD delivered by LSS to support TA in delivering targeted interventions – Working Memory, Alphabet Arc, Lifeboat
- Interventions monitored by Inclusion Lead
- Teachers now held to account around pupil progress around key groups- Interventions advised where appropriate
- The number of children in receipt of EHCP's in 2017 was 2 compared to 16 in 2019/2020- Rigour in supporting documentation and greater support for pupils requiring EHCP's
- NQTs supported in meeting the needs of SEND pupils through regular meetings with SENCo/Peer observations

DISADVANTAGED SEND DATA

<p>A, D: Increased attainment in reading</p>	<p>Comprehension Development Continue to raise the profile of reading, increase reading skills (especially comprehension), especially for boys and struggling readers, Bug Club £4,000</p>	<p>Expected Reading attainment increased at both KS1 and KS2. The % of pupils achieving GDS also increased within both Key stages. This needs to be sustained throughout the next 3 academic years and the gap between PP and Non needs to continue to decrease. Need to continue to develop literature within the library areas/classrooms/home environment and predominantly across the curriculum EEF Toolkit - Reading comprehension strategies (+6 months) EEF Literacy in KS2 Recommendation 3 (2017)</p>	<p>Pupil discussions and questionnaires Data analysis Lesson Observations- Literature being used across the curriculum</p>	<p>J Lindsay</p>	<p>On-going/Termly data Monitoring will evidence improved teaching of reading strategies Attainment in reading will improve especially at end of key stage Bug club will be implemented and impact upon reading for enjoyment Pupil Progress meetings will focus on target children for intervention</p>
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Impact

- John Murray strategies embedded across school - Monitoring carried out evidences impact in QFT of Reading
- QLA outcomes used to identify question stems for planned input and practise
- Bug Club implemented in Y1 – 6, information shared with parents, pupils taught how to access resource at home, Bug Club utilised during lockdown 2020 (Covid 19) to support reading and comprehension at home
- Andy Taylor Vocabulary INSET training October 2019
- Reading areas enhanced to be engaging- Boy friendly
- School more book rich within enhanced library areas and also classrooms
- YARC reading assessment used to ensure accurate allocation of texts for pupils in KS2 and to inform reading interventions
- Reading scheme organised into phonic stages for EYFS and KS1, new resources purchased
- Books sourced to engage boys- Variety of genres, authors
- Modelled comprehension lessons- Sharing best practice across school
- Parental reading workshops held to raise profile of reading and to support reading at home
- Christmas Reads well attended – see parent feedback

READING DATA- Attainment/Progress/PP

<p>A: Phonic knowledge in Year 1 is improved for all children, but in particular for our PP children so that attainment is above national PP and approaching national Other outcomes.</p>	<p>RWI development day- Practitioner to work with RWI in school lead to validate judgements and provide CPD £600</p>	<p>Significant increase in the % of children passing the phonics screening check. 21% increase from 2018 data. Pupil Premium Pupils are now outperforming their Non PP peers. This needs to see a sustained improvement over the next 3 academic years.</p> <p>The Education Endowment Foundation (EEF) shows phonic intervention can support an additional 4 months progress. See also EEF EY Toolkit – C&L approaches (+ 6 months)</p>	<p>Monitoring and evaluation through Planning Lesson observations Analysis of data RWI Lead/English Co-ordinator observe all phonic sessions across school.</p>	<p>RWI Lead</p>	<p>Half termly The % of children on track to pass phonics screening check will increase and be in line with milestone data</p> <p>The gap between PP and non at phonic screening pass rate will begin to diminish</p> <p>Regional trainer will validate RWI leads judgements</p> <p>Staff will be confident in delivering RWI sessions</p>
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Impact

- RWI lead instrumental in identifying disadvantaged pupils for 1:1 intervention
- RWI lead delivered CPD throughout the year for staff delivering RWI
- Regular monitoring activities ensuring QFT- areas for development highlighted
- September 2019 – 38% of PP pupils OT to pass Phonics screening, March 2020 59% of PP pupils OT to pass Phonics screening evidencing impact of QFT and intervention
- 59% of Pupil Premium Pupils OT to pass Phonic screening compared to 60% of Non-Pupil Premium pupils (March 2020) evidencing the impact of consistent and quality first phonics teaching in diminishing the gap between PP and Non-PP

Monitoring, Data

<p>A-G: Increased % of children achieving greater depth outcome at end of each key stage.</p> <p>Differentiation for all MA groups of pupils carefully monitored to ensure needs are met through QFT</p>	<p>To develop a Mastery approach.</p> <p>Training</p> <p>Resources £500</p>	<p>% of children working at greater depth below national at the end of each key stage. Although % of children working at GDS has begun to increase. This needs to continue.</p> <p>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches.</p> <p>See also metacognition and self-regulation (+7 months)</p>	<p>Monitoring of lessons Observations, Planning Pupil discussions Assessment data analysis Targeted interventions</p>	<p>J Chapman-Kemp J Lindsay/S Brannon B King</p>	<p>Termly QFT will evidence opportunities to deepen learning and challenge for HA- Appropriate differentiation</p> <p>Intervention plans will target children for a GD judgement</p> <p>Pupil progress meetings will highlight children on track for GD and next steps</p> <p>More children on track to receive a GD judgement at end of each key stage</p> <p>Gap between GD for disadvantaged and non will begin to diminish</p>
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Impact

- Lesson observations, drop ins and book scrutiny evidence challenge for the more able
- Targeted intervention of HAPs- See detailed intervention plans
- Challenge for higher attaining pupils continues to be a key focus of monitoring activities
- Pupil progress meetings utilised to discuss how higher attainers challenged/supported
- DATA- Increased number of pupils achieving GDS at end of KS1 and KS2 evidencing impact of approach
- End KS1 2020 TA GDS R – 24%, W – 22%, M – 20% (22%, 6%, 14%)
- End KS2 2020 TA GDS R -25%, M – 28% compared to R – 16%, M – 11% GDS end KS2 2019

Monitoring documentation

<p>A-G: To raise PP attainment at the end of KS1 and KS2 so it is above national PP and closing on national Other</p>	<p>Use of additional TA's 3X UKS2 1X UFS £45,300</p> <p>Training for support staff across the academic year £2000</p>	<p>To support high number of PP children within Y5&Y6</p> <p>To support children entering UFS below/well below ARE</p>	<p>Observations Data analysis (ARE +)</p>	<p>J Chapman-Kemp</p>	<p>On-going Monitoring will evidence the appropriate use of TA's</p> <p>Staff questionnaires will highlight that staff feel valued and know their role in improving outcomes</p> <p>Gaps at the end of KS1 and KS2 will begin to diminish</p>
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Impact

- Lesson observations and drop ins evidenced purposeful deployment of support staff to support learning
- Increased awareness amongst staff at all levels around supporting disadvantaged pupils
- End KS1 TA 2020 ARE PP – R - 71.4%, Non-PP – 81.1% gap of +9.7%, W – PP 78.6%, Non-PP 78.4% gap of + 0.2%, M – PP – 78.6%, Non-PP 81.1% gap of + 2.5%
- Due to high % of PP in Year 6 % of PP pupils achieving ARE compared to Non-PP is disproportionate
- End KS2 TA 2020 ARE PP – R – 10 pupils, Non-PP – 12 pupils gap of + 2 pupils, W – PP – 14, Non PP – 10 pupils gap of + 4 pupils, M – PP – 13 pupils, Non PP – 10 pupils gap of + 3 pupils

<p>C: Increased knowledge and tolerance of different faiths and cultures</p>	<p>Multi-Cultural Workshops (50% from PP) - To broaden knowledge and experiences £1000</p>	<p>Children have limited experiences and knowledge of different faiths and cultures. Children need exposure to develop tolerance.</p> <p>EEF Toolkit S & E aspects (+4 months) Metacognition (+7 months)</p>	<p>Pupil discussions Behaviour data SMSC Audit</p>	<p>A Golding S Lochman</p>	<p>On-going An increased awareness of different faiths and cultures</p> <p>Children will be able to discuss their knowledge</p> <p>Pupil voice will evidence the exposure</p> <p>SMSC audit will evidence exposure and progress towards action plan</p>
<p>Impact</p> <ul style="list-style-type: none"> • Assemblies delivered by AHT focusing on developing knowledge and understanding of different faiths and cultures • RE long term plan developed by RE lead to ensure depth and breadth of curriculum • Visits to places of worship planned – cancelled due to COVID 19 • Multicultural workshop booked – cancelled due to COVID 19 • Staff CPD for teaching RE booked – cancelled due to COVID 19 • Anti-bullying ambassadors include 7 disadvantaged pupils - Promoting pupil voice/peer role models • School’s strong work around SMSC development continues 					
<p>C, D: Raised aspirations amongst pupils with exposure to a range of careers and further education experiences</p>	<p>Guest speakers- Raising aspirations, visits from a range of professionals across school, careers workshops, visits to universities. £2000</p>	<p>Children have limited experiences, aspirations and knowledge of the wider world due to poverty of expectation and lack of exposure.</p> <p>EEF Toolkit S & E aspects (+4 months) Metacognition (+7 months)</p>	<p>Pupil Discussions Behaviour data SMSC Audit Data Analysis</p>	<p>J Chapman-Kemp S Lochman H Bodycombe</p>	<p>On-going Raised aspirations within the school community</p> <p>Children will be able to discuss role models</p> <p>Increased culture for learning-children engaged</p> <p>Children can discuss knowledge of further education</p>

Impact

- Trips, after school clubs and in-house visitors are subsidised to ensure children experience a range of extra-curricular activities
- See enrichment files which showcase the range of extra-curricular activities children access both internally and externally throughout the academic year – development of cultural capital and application of acquired knowledge to their learning

<p>C, D: Increased self-confidence Greater independence Better team-working, collaborative skills Improved social skills</p>	<p>Outdoor learning- Development of forest school (50% from PP)</p> <p>New resources to enhance learning/ Training to support on-going needs</p> <p>£500</p>	<p>Extending experiences and building confidence for our children</p> <p>Outdoor adventure learning experiences, especially those involving collaborative learning, are shown to have a positive impact on learning (EEF toolkit +4 months)</p>	<p>Monitoring through observations Behaviour Data analysis Pupil discussions</p>	<p>J Chapman-Kemp FS Leaders</p>	<p>Half Termly</p> <p>Emotional regulation assessments will evidence increased emotional regularity</p> <p>Children will be able to complete tasks- Team work/perseverance</p>
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Impact

- Emotional registers used as a tool for pupils to communicate how they are feeling – staff skilled as following up with any children who require
- ELSA support focusing on emotional regulation and building self-confidence delivered to key children
- Lesson observations and drop ins evidence pupils working collaboratively including negotiating and discussing key
- Pupil voice evidences children are increasing confident to talk about their learning
- Behaviour data evidences a significant decrease in behaviour incidents
- Nurture provision at lunchtime focusing on developing teamwork and strategies at manage emotional regulation established

Behaviour tracking, Pupil Voice

<p>C, D: Increased self-confidence Greater independence Better team-working, collaborative skills Improved social skills</p>	<p>EYFS Outdoor- To develop a language rich outdoor environment to support the developing interests of boys specifically</p> <p>£1500</p>	<p>Gender Gap within EYFS- Strategies to engage boys need to be developed</p> <p>Outdoor adventure learning experiences, especially those involving collaborative learning, are shown to have a positive impact on learning (EEF toolkit +4 months)</p>	<p>Data Analysis Behaviour Data Pupil Discussions</p>	<p>A Swan J Chapman- Kemp</p>	<p>Ongoing Attainment and progress measures improve in line with milestone data</p> <p>Gaps begin to diminish between disadvantaged and non</p> <p>Observations evidence a purposeful outdoor environment with vocabulary promoted</p>
<p>Impact</p> <ul style="list-style-type: none"> • Nursery and UFS have developed a structure for their outside area, children observed working together and collaborating to develop and extend their ideas and play • Clear development of provision within outdoor environments- Children accessing appropriately • Resources purchased to enhance outdoor area and engage pupils especially boys • Rainbow challenges embedded – provided children with opportunity to develop confidence to apply learning independently in range of contexts • Communication friendly spaces encourage the development of team work and collaborative working 					

<p>A,D,F,H: To increase vocabulary acquisition within all key stages and raise PP attainment at the end of each key stage so it is above national PP and closing on national Other</p>	<p>Oral Language Intervention-</p> <p>Talk Boost- Language development intervention programme written by SALT (EYFS/KS1 scheme)</p> <p>Training</p> <p>£1500</p>	<p>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. See EEF toolkit</p> <p>Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low-income families. See Early Years Toolkit – C & L approaches (+6 months)</p>	<p>Data Analysis Observations Learning Journeys</p>	<p>J Lindsay A Swan H Bodycombe</p>	<p>Half Termly</p> <p>Assessments evidence identified children making progress within the CLLD strand</p> <p>More children working at ARE within CLLD</p> <p>Accelerated progress from starting points for identified children</p>
<p>Impact</p> <ul style="list-style-type: none"> • Staff increased knowledge of Tier 1, 2 and 3 vocabulary • Andy Taylor INSET training on Vocabulary October 2019 • Knowledge organisers developed to include key vocabulary and definitions to develop pupil's knowledge of tier 3 vocabulary • Identified Pupil Premium Pupils access pre-teach to enable them to access CFT teaching • Learning environments language rich – clear focus on vocabulary acquisition • Vocabulary taught explicitly in comprehension lessons • Talk Boost established for EYFS and Year 1 • 					
<p>Total budgeted cost</p>					<p>£94,800</p>
<p>ii. Targeted support</p>					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review dates and indications of impact
<p>B. Attendance of all pupils is in line with NA – 2016 - 17 Attendance of PP pupils is closing on Other pupils and NA.</p> <p>PA data for all pupils is in line with NA. % of PP with PA reduces so that it is lower than PA national averages for PP children and close to national Other figures. . % of pupils who are late reduces further.</p>	<p>Attendance initiatives (proportion of rewards and salary from PP)</p> <p>I Mohammad – EWO £7,500</p>	<p>Attendance has increased and is now in line with national.</p> <p>School has had a reduction of PA. However attendance remains an on-going challenge.</p> <p>Education Welfare Officer post supports ambition to sustain improvements made and maintain/exceed NA attendance through monitoring and response to poor attendance and management of incentives/rewards.</p> <p>Raise profile of good attendance</p> <p>See Ofsted 2013 p18 and Pathways to Success recommendations (DfE / NFER 2015)</p>	<p>Weekly monitoring of attendance and lates. Weekly attendance meetings (Attendance Officer and Inclusion lead)</p> <p>SLT monitoring Integris</p> <p>Half termly analysis - whole school and pupil group attendance data</p> <p>Historical and benchmark data analysis.</p> <p>RAP's for key families at/at risk of PA</p>	<p>EWO</p> <p>Inclusion Lead</p>	<p>Weekly</p> <p>Attendance will be sustained and continue to be at national measures</p> <p>PA will stay below national figures</p> <p>Targeted intervention will happen swiftly to support families who could be at risk of PA</p> <p>Disadvantaged pupils attendance will continue decrease and be inline with their non-disadvantaged peers</p>

Impact – see Attendance Impact Report

- Pupil Premium attendance tracked by EWO, Raising Attendance meetings held for families whose attendance is concern
- Pupil Voice completed with Pupil Premium Pupils whose attendance is a concern to establish reasons for absences and develop a plan to improve attendance
- At end Spring 1 2020 (prior to lockdown 24th March 2020 due to COVID 19) Pupil Premium Attendance was 93.90% compared to Non-Pupil Premium Attendance of 94.09% (Year 1 -6)
- At end Spring 1 2020 Pupil Premium Pupils PA % was lower than Non-Pupil Premium Pupils PA % with a gap of +5.7% for Y1 – 6 (PP PA 15.9%, Non-PP PA 21.6%)
- During lockdown 2020 school provided childcare for key worker and vulnerable pupils. 62 pupils attended childcare regularly of these 40% were PP

<p>A. Children eligible for Pupil Premium pass the phonics screening check in line with non-PP Pupils in school, and continue to be in line with other pupils nationally</p>	<p>RWI 1:1 targeted support from TA's trained to deliver interventions by a RWI regional trainer and supported in school through phonics lead (2 half days release per half-term for RWI Lead) £3,000 TA's trained to deliver interventions £5,000 Additional phonics resources required £500</p>	<p>Significant increase to 86% of PP children achieving the threshold for the Phonic Screening Check compared to 43% in 2018. This needs to be maintained and sustained across the next 3 academic years.</p> <p>RWI Lead would also work with Y3 pupils who did not pass recheck to provide intervention</p> <p>EEF toolkit shows phonic intervention can support progress (+4 months). See also EEF Literacy Guidance KS1 Rec. 3.</p>	<p>Training (RWI) Monitoring and evaluation through Planning Lesson observations Analysis of data RWI Lead/English Co-ordinator observe all phonic sessions across school.</p>	<p>F Coomber</p>	<p>Half Termly Identification on children requiring 1:1 support will be swift</p> <p>Staff administering 1:1 intervention will be fully trained and confident in doing so Children receiving 1:1 intervention will make progress Targeted cpd linked to identified areas will be delivered regularly by RWI lead- Impact upon outcomes</p> <p>Greater proportion of disadvantaged children on track for ARE</p>
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Impact

- **Phonics screening not administered due to COVID 19 pandemic.**
- September 2019 – 38% of PP pupils OT to pass Phonics screening, March 2020 59% of PP pupils OT to pass Phonics screening evidencing impact of QFT and intervention
- 59% of Pupil Premium Pupils OT to pass Phonic screening compared to 60% of Non-Pupil Premium pupils (March 2020) evidencing the impact of consistent and quality first phonics teaching in diminishing the gap between PP and Non-PP

<p>A. PP Children within Y4-Y6 would complete programme and be more equipped for learning within KS2</p>	<p>Fresh Start phonics programme aimed at Y4-6 for children struggling with phonics and spelling. Training for TA's £1,000</p> <p>Resources £500 See above</p>	<p>Spelling is an issue within KS2- Children too old to access RWI intervention. Fresh Start is aimed at KS2.</p> <p>EEF toolkit shows phonic intervention can support progress (+4 months). See also EEF Literacy Guidance KS2 Recs. 1 and 2.</p>	<p>High quality resources Training form RWI regional trainer Observations of interventions Assessments half termly Data analysed and interventions reviewed to meet needs of children</p>	<p>F Coomber J Lindsay</p>	<p>Half Termly Fresh Start interventions will be in place and delivered by skilled staff</p> <p>Identified children will make progress from baseline assessments</p> <p>Impact of intervention will be evident within Reading, writing and mathematics outcomes</p> <p>Identified children will be able to access questions within summative assessments</p> <p>Pupil progress meetings will identify next steps</p>
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Impact

- Fresh Start interventions delivered for key children in Y4, 5 and 6
- All pupils made progress from baseline assessments
- See RWI Trackers

<p>E. Increased confidence, more positive attitudes to learning and improved communication</p>	<p>Art Therapy - To support targeted PP children with emotional problems and to improve communication £1000</p> <p>Training for x1 Learning mentor</p> <p>Resources</p>	<p>In the EEF Toolkit, interventions such as this have been seen to have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. Arts participation (+2 months), Behaviour interventions (+3 months).</p>	<p>Feedback from Art therapist (L Mentor) Discussions with parents, Pupils, class teachers Behaviour data Assessment data</p>	<p>SENCO</p>	<p>Half Termly Behaviour data for identified disadvantaged pupils accessing intervention will improve</p> <p>Improved behaviour for learning</p> <p>Improved emotional regulation</p> <p>Parents- Parent questionnaire highlights impact</p>
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Impact

- Learning mentor delivering Drawing and Talking Therapy
- Lesson observations and drop ins evidence improved behaviour for learning
- Behaviour data

<p>E. Children facing fewer barriers due to SEMH needs and are more resilient learners</p>	<p>Emotional Literacy Support Assistants (ELSA) (Part funded from PP)</p> <p>Family Support Worker employed to work with PP Pupils and deliver ELSA sessions daily to targeted PP children FSW £3000 ELSA Resources £500</p>	<p>Increased number of SEMH issues amongst disadvantaged pupils. Children facing barriers to learning because of this.</p> <p>EEF states that ‘On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (+4 months).</p> <p>See Ofsted 2013 p18 and Pathways to Success recommendations (DfE / NFER 2015)</p>	<p>Sessions planned together with Inclusion Lead Half Termly ELSA Assessments Intervention monitoring/observations Observations of children within classroom/school setting Discussions with parents Behaviour data analysis Supervision of trained staff by external person</p>	<p>H Bodycombe</p>	<p>Half Termly Behaviour data for identified disadvantaged pupils accessing intervention will improve</p> <p>Improved behaviour for learning</p> <p>Parents- Parent questionnaire highlights impact</p> <p>Improved emotional regulation</p> <p>Increased support/intervention within school for range of SEMH needs</p>
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Impact

- 6/8 children accessing ELSA support are disadvantaged
- Increased emotional regulation
- Positive feedback from parents
- Resources purchased to support intervention
- Child led- Focusses on specific need
- School been awarded Wellbeing Award for Schools evidencing and recognising intense support provided to pupils

See ELSA Intervention Overviews/Impact, BEHAVIOUR DATA

<p>A, D, F: Reading ages/attainment for PP children is in line with their peers and national expectations</p>	<p>Focussed Readers</p> <p>Identified PP children not on track for expected in reading have 1:1 time with an allocated TA to deliver and develop a range of strategies and to ignite the love of reading.</p> <p>£13 000</p> <p>A range of new resources linked to gaps within library and interests of children</p>	<p>Non-PP children are outperforming PP children within reading in all year groups</p> <p>EEF Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately +5 months' progress.</p> <p>EEF also indicates that on average, reading comprehension approaches improve learning by +6 months' progress over the course of a school year.</p>	<p>Data analysis</p> <p>Observations of intervention</p> <p>Feedback to staff</p> <p>Pupil discussions</p>	<p>J Lindsay</p>	<p>Termly data</p> <p>Monitoring will evidence improved questioning- range of question types</p> <p>Attainment in reading will improve for identified pupils</p> <p>Impact upon reading for enjoyment</p> <p>Pupil Progress meetings will focus on target children for intervention</p>
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Impact

- John Murray reading strategies targeted at raising the attainment in reading- Supports questioning
- Reading areas enhanced to be engaging
- School continues to be book rich within enhanced library areas and also classrooms
- Books sourced to engage- Variety of genres, authors
- Use of Question Stems embedded - Focussed on data QLA
- Reading scheme developed, Reading books match phonic knowledge EYFS and KS1 – additional resources purchased
- YARC reading assessment used KS2 to highlight areas of reading and comprehension where pupils need targeted support and intervention
- READING DATA- Attainment/Progress/PP

<p>B - G: To further diminish the gaps between school PP and national Other outcomes in maths at the end of KS2</p>	<p>White Rose Maths interventions 2 x trained TAs to deliver Small group intervention for PP pupils (partly funded) £5,000 Resources for intervention £500</p>	<p>15% attainment gap between Disadvantaged and Other at the end of KS2 in maths</p> <p>EEF: Overall, the suggested pattern is that small group tuition is effective (+4 months)</p>	<p>Monitoring of Intervention through observation Book monitoring Data analysis Pupil discussion</p>	<p>B King</p>	<p>Half Termly Attainment/progress in maths will improve for identified pupils</p> <p>Pupil Progress meetings will focus on target children for intervention</p> <p>Gaps between disadvantaged pupils and their non-disadvantaged peers will begin to diminish</p> <p>Staff will be skilled and confident in delivering intervention</p>
<p>Impact</p> <ul style="list-style-type: none"> END OF KS ASSESSMENT NOT COMPLETED DUE TO SCHOOL CLOSURES 					
<p>E. Continued decrease in fixed term exclusions and the reintegration into mainstream classrooms for key children at risk of permanent exclusion.</p> <p>B. Improved attendance for key children</p> <p>Children ready for high school with successful transition</p> <p>E. Improved behaviour within school- behaviour for learning improves.</p>	<p>Behaviour / Social and Emotional Development: Intensive support for those at risk of fixed term/permanent exclusion through use of PDBW lead teacher and Specialist TA (partly funded – 70%) PDBW £39,500 STA £11,500</p> <p>Children receive alternative style</p>	<p>Some PP children at risk of exclusion and struggling to function within a mainstream classroom.</p> <p>The EEF states, Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues (Overall average impact +3 months)</p>	<p>Behaviour data analysis (eg SDQs) Pupil discussions Parental discussions Observations of intervention Outside agency involvement Feedback from outside agencies</p>	<p>S Lochman J Chapman-Kemp H Bodycombe</p>	<p>On-going Reduced number of fixed-term exclusions</p> <p>Improved attendance for identified pupils</p> <p>Reduction in behaviour incidents- behaviour data</p> <p>Improved attitudes towards learning</p>

<p>G. Pupils who present significant needs have additional support readily available from an external agency to extend in-house restorative measures.</p>	<p>provision to cater for individual needs.</p>	<p>See Ofsted 2013 p18 and Pathways to Success recommendations (DfE / NfER 2015)</p>			<p>A range of in-school support to target identified needs</p> <p>Smoother transitions to secondary school</p>
<p>Impact</p> <ul style="list-style-type: none"> • Fixed Term Exclusions continued to decrease in during Autumn Term 2019 – See Behaviour Data • Targeted Learning Mentor and ELSA support for key pupils to support a successful transition back into the classroom • Attendance for key pupils/groups of pupils closely monitored by EWO, additional support including EHA utilised to improve attendance • Emotional regulation interventions for key pupils delivered in school by CFH supported by FSW 					
<p>E. Improved behaviour within school – readiness to access KS1 and general behaviours for learning to improve rapidly.</p>	<p>Nurture Groups 1x Learning Mentor Resources to deliver bespoke nurture intervention £2,000</p>	<p>Children within Y1/2 not ready for NC expectations/PSED needs developing</p> <p>The EEF states: Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues.</p>	<p>Monitoring of actions given by educational psych</p> <p>Lesson observations and feedback to relevant staff</p>	<p>Ed Psych H Bodycombe</p>	<p>Weekly</p> <p>Increased readiness for KS1</p> <p>In house SEMH support for identified pupils</p> <p>Decrease in behaviour incidents</p> <p>Improved emotional regularity-appropriate for age</p>
<p>Impact</p> <ul style="list-style-type: none"> • Lesson observations and drop ins evidence positive learning behaviours • Teachers and Support Staff consistently communicate high expectations of learning behaviours in classrooms and around school • EYFS provision developed to provide purposeful independent learning opportunities to develop PSED • Small group ELSA support in place for key pupils to develop emotional regulation at unstructured times <p>Behaviour Data</p>					

<p>G. Appropriate support in place for targeted SEN/PP pupils to enable them to make progress in line with peers</p>	<p>Commission additional Ed. Psych Support</p> <p>£13,173</p>	<p>Previous offer did not meet the needs of the school. Historic inadequacy in the provision for SEND children</p> <p>Ed Psych to provide feedback to children and adults around progress/actions. Research shows high quality feedback supports rapid progress (EEF toolkit)</p>	<p>Monitoring of actions given by educational psych</p> <p>Reviews on OPP's/MSP's/EHCP's</p> <p>Gaps begin to diminish between PP SEN/Others</p>	<p>ED Psych</p> <p>H Bodycombe</p>	<p>Weekly</p> <p>Improved support for disadvantaged SEND pupils</p> <p>Progress being made against set SMART targets</p> <p>Pupil progress/planning meetings identify next steps/support</p>
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Impact

- Increased support for 54 PP pupils on SEN Register
- Support Staff training to deliver key interventions to support learning needs highlighted across school – Alphabet Arc, Working Memory, Lifeboat, Speed Up Handwriting
- Training delivered by EP writing appropriate outcomes for OPPs to ensure pupils are focusing on appropriate targets - support small steps progress
- 3 PP Year 6 pupils accessed highly personalised and modified curriculum

SEND Impact Report

<p>A. Children make rapid progress given their low starting points within CLLD. More PP (x2) children on track to achieve expected in CLLD by end of N compared to start.</p>	<p>Specialist SALT support within Lower Foundation Stage and trained TAs to follow-up key actions.</p> <p>£5,000</p> <p>£1,000</p>	<p>To address the low baseline on entry data though additional adult support, particularly focusing upon CLLD</p> <p>Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low-income families. See Early Years Toolkit – C & L approaches (+6 months)</p>	<p>SALT observations</p> <p>Data analysis</p> <p>SENCO support</p>	<p>SENCO</p>	<p>Half Termly</p> <p>Increase in the % of children entering Reception at ARE within CLLD</p> <p>Differences beginning to diminish between disadvantaged pupils and their peers within CLLD</p> <p>Verified baseline judgements by SALT</p> <p>Greater % of children making expected or accelerated progress within CLLD Half Termly</p>
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Impact

- Specialist SALT support for key pupils every 2 weeks
- Talkboost delivered for key pupils by Learning Mentor
- Learning environment/provision indoor and outdoor developed to encourage communication – EYFS development day Sarah Wareing

Attainment and Progress Data

<p>B: Attendance for all pupils and PP pupils is at least in line with national averages.</p> <p>D: PA continues to move towards NA Parents have confidence in and feel supported by the school</p> <p>Increased proportion of pupil premium pupils receiving a school breakfast.</p>	<p>Staffing/resourcing Breakfast Club (free for identified pupil premium pupils)</p> <p>£500</p>	<p>Providing a free healthy breakfast ensures pupils start the day in a positive way. Also ensures they are sufficiently nourished 5 mornings per week.</p> <p>Pupils who regularly attend breakfast club will develop better relationships and have opportunities to improve their reading.</p>	<p>Increased attendance, reduced number of pupils late. Ensure a settled start to the day and readiness to learn. Fewer children disengaged and fewer children asking for additional food during the day</p>	<p>M Swift J Chapman-Kemp</p>	<p>Weekly</p> <p>Attendance will be sustained</p> <p>PA will continue to decrease</p> <p>Targeted intervention will happen swiftly to support families who could be at risk of PA</p> <p>Disadvantaged pupils attendance will continue to improve and be in line with their non PP peers</p>
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Impact

- Pupil Premium attendance tracked by EWO, Raising Attendance meetings held for families whose attendance is concern
- Pupil Voice completed with Pupil Premium Pupils whose attendance is a concern to establish reasons for absences and develop plans to improve attendance
- At end Spring 1 2020 (prior to lockdown 24th March 2020 due to COVID 19) Pupil Premium Attendance was 93.90% compared to Non-Pupil Premium Attendance of 94.09% (Year 1 -6)
- At end Spring 1 2020 Pupil Premium Pupils PA % was lower than Non-Pupil Premium Pupils PA % with a gap of +5.7% for Y1 – 6 (PP PA 15.9%, Non-PP PA 21.6%)
- During lockdown 2020 school provided childcare for key worker and vulnerable pupils. 62 pupils attended childcare regularly of these 40% were PP
- 102 children regularly attended breakfast club, 53% of children were PP

<p>A,B,D,E,F: Children and families can be supported and receive early intervention before children begin school</p> <p>Parents have confidence in and feel supported by the school</p> <p>Parents know how to support children at home</p>	<p>Families, Enjoying, Everything, Together (FEET)</p> <p>Staffing- 1 NN 1 LM</p> <p>£3000</p>	<p>Early intervention for families to engage with school routines and to support families ensuring school readiness where possible</p> <p>Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low-income families. See Early Years Toolkit – C & L approaches (+6 months)</p>	<p>Increased school readiness-Baseline assessments</p> <p>Parental questionnaire feedback</p> <p>Increased parental engagement</p>	<p>A Swan J Chapman-Kemp</p>	<p>Half Termly Identified children school ready by the time they enter nursery</p> <p>Early intervention identified before children start nursery</p> <p>Links with parents created before the children have entered school</p> <p>Parents supported with key issues e.g. toileting, behaviour, health before children start school</p> <p>Parent questionnaires are positive and evidence the positive relationships established</p>
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Impact

- FEET - 'Families Enjoying Everything Together' established for families the term before their child joins Nursery
- FEET led by Learning Mentor and supported by a range of internal and external professionals – EWO, school FSW, SENco. EP, SALT, School Nursing, CFH practitioner
- A well-considered programme of activities has been developed by the Learning Mentor and EYFS Lead
- Parents and carers are given a one-page list of key contacts for different services in the area which covers a whole range of potential needs for families and their children.
- The FEET sessions include work to begin to develop routines for the children which will support them when they begin in Nursery and modelling for parents which is supportive of their role at home.

Total budgeted cost £116,173

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	Review dates and indications of impact
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<p>D. Ensure hard to reach parents are able to access support Enable parents and school to collaborate to implement positive behaviour strategies</p> <p>A – G: All pupils, including PP pupils make progress in line with SDP targets/PM targets</p> <p>B: Attendance for all pupils and PP pupils is at least in line with national averages.</p> <p>D: PA continues to move towards NA Parents have confidence in and feel supported by the school</p>	<p>Employment of family support worker (partly funded) £15,200</p> <p>Increased targeted support for vulnerable pupils' attendance and learning</p> <p>Targeted action and work with families to address safeguarding issues.</p> <p>(resources and refreshments) £200</p>	<p>School ranked 112th most deprived out of 114 LA schools on the IDACI scores</p> <p>To ensure children are safe through monitoring of and response to welfare/safeguarding concerns.</p> <p>To support families so that home circumstances support readiness for learning.</p> <p>To build positive home school relationships and maximise parental support for learning.</p> <p>EEF Toolkit – parental involvement (+3 months)</p>	<p>Progress data</p> <p>Parent questionnaires</p> <p>Attendance and exclusion data – see above</p> <p>Monitoring of safeguarding and welfare incidents</p> <p>Monitoring parental attendance at school activities</p>	<p>K Morgan (FSW) H Bodycombe</p>	<p>Half-Termly</p> <p>Safeguarding impact report evidences that incidents are managed swiftly and appropriately</p> <p>Increased support for families struggling with issues in the home impacting upon school</p> <p>Strengthened home school links</p>
<p>Impact</p> <ul style="list-style-type: none"> • Parents supported on a daily basis by FSW Support includes (emotional, advice/signposting, support within the home) • Parents supported by EWO daily to improve attendance • Parent feedback evidences they feel supported by school and know who to speak to if they have any concerns or need support • Increased parental involvement and engagement • Attendance continues to improve with PP PA % being lower than Non-PP PA % at end of Spring 1 2020 – see attendance data <p>Safeguarding Impact Report, Attendance Impact Report</p>					
<p>C. There is high take up of extra-curricular and curriculum enhancement offer by all pupils. Barriers to participation are removed for vulnerable and disadvantaged pupils.</p>	<p>Subsidy for out of school activities /trips £8,000</p>	<p>FSM eligibility is arguably not a reliable indicator of deprivation/need for many families therefore a universal subsidy is offered to maximise engagement in activities (pro-rata for PP proportion in each year group).</p>	<p>Attendance records</p> <p>Monitoring of attendance by PP pupils</p> <p>Tracking</p> <p>Book Scrutiny</p> <p>Pupil/Parental questionnaires</p>	<p>J Chapman-Kemp J Lindsay Admin</p>	<p>Termly</p> <p>Children exposed to a wide range of enrichment providing hands on learning experiences</p> <p>Identified children have made progress with music tuition</p>

<p>Disadvantaged pupils have access to music tuition.</p> <p>Disadvantaged pupils have access to a range of sporting activities</p>		<p>Funding also used to support targeted enrichment/extension days for eligible pupils.</p> <p>EEF Toolkit outdoor adventure learning (+4 months) EEF Toolkit S & E aspects (+4 months) Metacognition (+7 months)</p>			<p>Pupil voice highlights the wide range of experiences children have been exposed to</p> <p>Children have been provided with experiences that will support their education The curriculum provides enrichment to enable children to deepen their learning and embed skills</p>
<p>Impact</p> <ul style="list-style-type: none"> • Music tuition taken up by Disadvantaged pupils to expose them to wider range of experiences • Trips/residential heavily subsidised to ensure children have access to range of experiences • See enrichment file for evidence of a wide range on internal and external enrichment which supports the children in accessing a wide range of experiences in order to develop their cultural capital and enables them to apply their acquired knowledge to their learning. • Robin Wood residential heavily subsidised to enable all y6 pupils to attend 					
<p>H. Increased attainment and progress for disadvantaged EAL pupils</p>	<p>EAL support (Part of TA role) to ensure early language development and parental engagement and communication / translation £9,000</p>	<p>Early language development is highly rated on EEF EY Toolkit (C & L +6 months, Early Literacy +4 months)</p>	<p>Regular monitoring of actions and approaches by SENCo.</p>	<p>H Bodycombe</p>	<p>Termly</p> <p>Target children develop English quickly enabling them to access the curriculum</p> <p>Data evidences children with EAL working at ARE and making progress</p>

Impact <ul style="list-style-type: none"> Vocabulary focus in all lessons, including pre-teach for key EAL pupils has supported EAL pupils to develop English quickly – particularly evident of developed knowledge of Tier 3 vocabulary 					
D: Children are ready to learn and receive a healthy drink of milk	Milk- To offer children in receipt of FSM free milk to ensure a nutritious drink during the day £1875	Healthy diet and nutrients needed in order to grow and develop properly	Milk register to monitor children in receipt	Admin	Termly Children’s health and wellbeing supported
Impact <ul style="list-style-type: none"> Children accessing a nutritional drink daily 					
A,B,D,E: Attendance for all pupils and PP pupils is at least in line with national averages. PA continues to move towards NA Parents have confidence in and feel supported by the school Parents know how to support children at home	Parenting Courses (Led by FSW, Inclusion Lead) linked to a range of identified needs such as healthy lifestyles, mental health and wellbeing, supporting children with complex needs, adult education, supporting parents getting into employment £2000	To build positive home school relationships and maximise parental support for learning. EEF Toolkit – parental involvement (+3 months)	Workshop Questionnaire 2x yearly Parental questionnaire Increased attendance at parental events- Registers Attendance records	K Morgan H Bodycombe	Termly Increased parental involvement Parent questionnaires highlight that they feel supported Children supported within the home Stronger home/school links

Impact

- Pupil Premium attendance tracked by EWO, Raising Attendance meetings held for families whose attendance is concern.
- Pupil Voice completed with Pupil Premium Pupils whose attendance is a concern to establish reasons for absences and develop plans to improve attendance
- At end Spring 1 2020 (prior to lockdown 24th March 2020 due to COVID 19) Pupil Premium Attendance was 93.90% compared to Non-Pupil Premium Attendance of 94.09% (Year 1 -6)
- At end Spring 1 2020 Pupil Premium Pupils PA % was lower than Non-Pupil Premium Pupils PA % with a gap of +5.7% for Y1 – 6 (PP PA 15.9%, Non-PP PA 21.6%)
- During lockdown 2020 school provided childcare for key worker and vulnerable pupils. 62 pupils attended childcare regularly of these 40% were PP
- Pupil Premium Pupils access breakfast club to support families with morning routines and improving attendance

Total budgeted cost	£36,275
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