

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

1. Summary information					
<b>School</b>	Oyster Park Primary Academy				
<b>Academic Year</b>	2020-2021	<b>Total PP budget (3 terms*)</b>	£207,130	<b>Date of most recent PP Review</b>	March 2018/February 2019
<b>Total number of pupils (incl UFS)</b>	357	<b>Number of pupils eligible for PP</b>	154 (43%)	<b>Date for next internal review of this strategy</b>	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%)

<b>KS1 - % Reaching Expected Standard 2018-19</b>						
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
<b>KS2 - % Reaching Expected Standard 2018-19</b>						
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%)
<b>KS2 - Average Scaled Score 2018-19</b>						
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)
<b>KS2 – Average Progress Score 2018-19</b>						
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)**

<b>A</b>	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>B</b>	Reduced attendance and punctuality (E/I)
<b>C</b>	Lack of access to wider experiences (I/E)
<b>D</b>	Poverty of academic expectation from pupils, parents, staff etc (leading in some cases to reduced parental engagement) (E/I)

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

<b>3. Desired outcomes (Desired outcomes and how they will be measured)</b>		<b>Success criteria (and how measured)</b>
<b>A.</b>	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>B.</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.
<b>C.</b>	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.
<b>D.</b>	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>
<b>E.</b>	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.
<b>F.</b>	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.
<b>G.</b>	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).

<b>H.</b>	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)

<b>Academic year</b>	2020 - 2021
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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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review dates and indications of impact</b>
<b>A – G:</b> 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.	<b>Pupil Premium Champion</b> employed to monitor provision for PP throughout the school – AHT/Inclusion Lead  <b>£18,250</b>	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 and AHT as PPC - PP Champion regular follow-ups from Pupil Progress Meetings involving identified PP TAs during 2020 - 21 cycle.	HT Deputy AHT/ Inclusion lead PP Governor	<b>Termly</b> 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

<p><b>A, C, D, E:</b> 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 <b>targeted CPD</b> to enable teachers to be outstanding classroom practitioners for example Pupil Premium Practice in the classroom - <b>'Biasing the learning'</b> as a PP mantra. <b>£6,000</b></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><b>Termly</b> 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>
<p><b>A, C, D, E:</b> Increased exposure to reading opportunities throughout the day leading to increased attainment in reading</p>	<p><b>Reading Resources for breakfast club-</b> 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><b>Termly</b> 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>

<p><b>G:</b> 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><b>Non-class based Inclusion Lead</b> 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><b>£8,000</b></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><b>Termly</b></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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<p><b>G:</b> Developing understanding of Cognition and Learning needs among staff.</p> <p>Implementing appropriate provision to meet Cognition and Learning needs.</p> <p>Disadvantaged children on the SEND register with Cognition and Learning needs making increased progress</p>	<p>All staff aware of individual cognition and learning needs and have the knowledge and confidence to ensure teaching and learning is inclusive and appropriate for all pupils</p> <p>CPD</p> <p>Additional Resources/intervention packages (eg Clicker 8) to support pupils with Cognition and Learning Needs</p> <p><b>£1500</b></p>	<p>Current offer does not meet the needs of the school. Historic inadequacy in the provision for SEND children. Highest level of need focused on first – SEMH. This support is now secure. Ed Psych and AT for LSS to provide feedback to children and adults around progress/actions. Research shows high quality feedback supports rapid progress (EEF toolkit)</p> <p>Ed Psych and AT for LSS to provide CPD and advise on resources needed</p>	<p>Monitoring of actions given by educational psych Reviews on OPPs/MSPs/EHCPs Gaps begin to diminish between PP SEN/Others</p>	<p>Inclusion Lead</p>	<p>Weekly 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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<p><b>A, D:</b> Increased attainment in reading</p>	<p><b>Comprehension Development</b> Continue to raise the profile of reading, increase reading skills (especially comprehension), especially for boys and struggling readers, Bug Club <b>£4,000</b></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><b>On-going/Termly data</b> 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>
<p><b>A:</b> 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><b>RWI development day- Practitioner</b> to work with RWI in school lead to validate judgements and provide CPD <b>£600</b></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.  The Education Endowment Foundation (EEF) shows phonic intervention can support an additional 4 months progress. See also EEF EY Toolkit – C&amp;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><b>Half termly</b> The % of children on track to pass phonics screening check will increase and be in line with milestone data  The gap between PP and non at phonic screening pass rate will begin to diminish  Regional trainer will validate RWI leads judgements  Staff will be confident in delivering RWI sessions</p>

<p><b>A-G:</b> 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 <b>£500</b></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><b>Termly</b> 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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<p><b>A-G</b> To increase rates of progress and to close any gaps between pupil premium and non-pupil premium pupils in Year 6</p>	<p>Additional teacher working in Year 6</p> <p>£22,390</p>	<p>There are a greater proportion of pupil who are capable of achieving ARE at the end of KS2 but due to inadequacy of legacy school pupils have significant gaps in learning.</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 evaluation through Planning Lesson observations Analysis of data</p>	<p>J Chapman-Kemp  DHT</p>	<p><b>Termly</b> QFT will evidence opportunities to deepen learning and challenge for all - Appropriate differentiation</p> <p>Pupil progress meetings will highlight children on track for ARE and next steps</p> <p>More children on track to receive a ARE judgement at end of key stage 2</p> <p>Gap between ARE for disadvantaged and non will begin to diminish</p>
<p><b>A-G:</b> To raise PP attainment at the end of EYFS and KS2 so it is above national PP and closing on national Other</p>	<p><b>Use of additional TA's</b> 2X UKS2 1X UFS <b>£33,976</b></p> <p>Training for support staff across the academic year <b>£1500</b></p>	<p>To support high number of PP children within Y5&amp;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><b>On-going</b> 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 EYFS and KS2 will begin to diminish</p>

<p><b>C:</b> Increased knowledge and tolerance of different faiths and cultures</p>	<p><b>Multi-Cultural Workshops (50% from PP)</b> - To broaden knowledge and experiences <b>£1000</b></p>	<p>Children have limited experiences and knowledge of different faiths and cultures. Children need exposure to develop tolerance.</p> <p>EEF Toolkit S &amp; E aspects (+4 months) Metacognition (+7 months)</p>	<p>Pupil discussions Behaviour data SMSC Audit</p>	<p>A Golding S Lochman</p>	<p><b>On-going</b> 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><b>C, D:</b> Raised aspirations amongst pupils with exposure to a range of careers and further education experiences</p>	<p><b>Guest speakers- Raising aspirations, visits from a range of professionals across school, careers workshops, visits to universities.</b></p> <p><b>£2000</b></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 &amp; 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><b>On-going</b> 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>

<p>E. Increased confidence, more positive attitudes to learning and improved communication</p>	<p>Drawing and Talking Therapy delivered by Learning Mentor</p> <p>Lego Therapy delivered by HLTA</p> <p>ELSA support delivered by FSW</p> <p>New Resources CPD for EYFS Drawing and Talking Training</p> <p>£650</p>	<p>In the EEF Toolkit, interventions such as these 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>Monitoring through observations Behaviour Data analysis Pupil discussions</p>	<p>J Chapman-Kemp</p> <p>FS Leaders</p>	<p><b>Half Termly</b></p> <p>Emotional regulation assessments will evidence increased emotional regularity</p> <p>Children will be able to complete tasks- Team work/perseverance</p>
<p><b>C, D:</b> Increased self-confidence Greater independence Better team-working, collaborative skills Improved social skills</p>	<p><b>EYFS Outdoor-</b> To develop a language rich outdoor environment to support the developing interests of boys specifically</p> <p><b>£1500</b></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><b>Ongoing</b></p> <p>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><b>A,D,F,H:</b> 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-  Talk Boost- Language development intervention programme written by SALT (EYFS/KS1 scheme)  Training  <b>£1500</b></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 &amp; L approaches (+6 months)</p>	<p>Data Analysis Observations Learning Journeys</p>	<p>J Lindsay  A Swan  H Bodycombe</p>	<p><b>Half Termly</b></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>
<b>Total budgeted cost</b>					<b>£119,440</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review dates and indications of impact</b>

<p><b>B.</b> Attendance of all pupils is in line with NA – 2020 - 21 Attendance of PP pupils is closing on Other pupils and NA. 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><b>Attendance initiatives (proportion of rewards and salary from PP)</b></p> <p>I Mohammad – EWO <b>£7,500</b></p>	<p>Attendance has increased and is now in line with national. School has had a reduction of PA. However attendance remains an on-going challenge. 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. 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) SLT monitoring Integris Half termly analysis - whole school and pupil group attendance data Historical and benchmark data analysis. RAP's for key families at/at risk of PA</p>	<p>EWO Inclusion Lead</p>	<p><b>Weekly</b></p> <p>Attendance will be sustained and continue to be at national measures PA will stay below national figures Targeted intervention will happen swiftly to support families who could be at risk of PA Disadvantaged pupils attendance will continue decrease and be inline with their non-disadvantaged peers</p>
<p><b>A.</b> 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 <b>(2 half days release per half-tem for RWI Lead)</b> <b>£3,000</b> <b>TA's trained to deliver interventions £5,000</b> <b>Additional phonics resources required £500</b></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><b>Training (RWI)</b> 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><b>Half Termly</b></p> <p>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>

<p><b>A.</b> 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.  <b>Training for TA's £1,000</b></p> <p><b>Resources £500</b>  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 from 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><b>Half Termly</b>  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>
<p><b>E.</b> Children facing fewer barriers due to SEMH needs and are more resilient learners</p>	<p><b>Emotional Literacy Support Assistant (ELSA) (Part funded from PP)</b></p> <p>Family Support Worker employed to work with PP Pupils and deliver ELSA sessions daily to targeted PP children  <b>FSW £3000</b>  <b>ELSA Resources £500</b></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><b>Half Termly</b>  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>



<p><b>A, D, F:</b> 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 <b>1:1 time with an allocated TA</b> to deliver and develop a range of strategies and to ignite the love of reading. <b>£13 000</b> 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 Observations of intervention Feedback to staff Pupil discussions</p>	<p>J Lindsay</p>	<p><b>Termly data</b> 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>
<p><b>B - G:</b> 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 <b>2 x trained TAs</b> to deliver Small group intervention for PP pupils (partly funded) <b>£5,000</b> <b>Resources for intervention</b> <b>£500</b></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><b>Half Termly</b> 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><b>E.</b> Continued decrease in fixed term exclusions and the reintegration into mainstream classrooms for key children at risk of permanent exclusion.</p>	<p>Behaviour / Social and Emotional Development: Intensive support for those at risk of fixed term/permanent</p>	<p>Some PP children at risk of exclusion and struggling to function within a mainstream classroom.</p> <p>The EEF states,</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><b>On-going</b> Reduced number of fixed-term exclusions</p>

<p><b>B.</b> Improved attendance for key children</p> <p>Children ready for high school with successful transition</p> <p><b>E.</b> Improved behaviour within school- behaviour for learning improves.</p> <p><b>G.</b> Pupils who present significant needs have additional support readily available from an external agency to extend in-house restorative measures.</p>	<p>exclusion through use of <b>Specialist TA (partly funded – 70%) and experienced TA STA £11,500</b></p> <p>Children receive alternative style provision to cater for individual needs.</p>	<p>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>See Ofsted 2013 p18 and Pathways to Success recommendations (DfE / NFER 2015)</p>			<p>Improved attendance for identified pupils</p> <p>Reduction in behaviour incidents- behaviour data</p> <p>Improved attitudes towards learning</p> <p>A range of in-school support to target identified needs</p> <p>Smoother transitions to secondary school</p>
<p><b>E.</b> Improved behaviour within school – readiness to access KS1 and general behaviours for learning to improve rapidly.</p>	<p>Nurture Groups <b>1x Learning Mentor Resources to deliver bespoke nurture intervention £2,000</b></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><b>Weekly</b> 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><b>G.</b> Appropriate support in place for targeted SEN/PP pupils to enable them to make progress in line with peers</p>	<p>Commission <b>additional Ed. Psych Support</b></p> <p><b>£13,173</b></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><b>Weekly</b></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>
<p><b>A.</b> 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><b>Specialist SALT support</b> within Lower Foundation Stage and trained TAs to follow-up key actions.</p> <p><b>£3,300</b></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 &amp; L approaches (+6 months)</p>	<p>SALT observations</p> <p>Data analysis</p> <p>SENCO support</p>	<p>SENCO</p>	<p><b>Half Termly</b></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>

<p><b>B:</b> Attendance for all pupils and PP pupils is at least in line with national averages.</p> <p><b>D:</b> 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><b>Weekly</b> 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>
<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><b>Families, Enjoying, Everything, Together (FEET)</b></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 &amp; 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><b>Half Termly</b> 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>
<b>Total budgeted cost</b>					<b>£67,964</b>

### iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review dates and indications of impact
<p><b>D.</b> Ensure hard to reach parents are able to access support Enable parents and school to collaborate to implement positive behaviour strategies</p> <p><b>A – G:</b> All pupils, including PP pupils make progress in line with SDP targets/PM targets  <b>B:</b> Attendance for all pupils and PP pupils is at least in line with national averages.  <b>D:</b> PA continues to move towards NA            Parents have confidence in and feel supported by the school</p>	<p><b>Employment of family support worker (partly funded)</b>  <b>£15,200</b>            Increased targeted support for vulnerable families to enhance pupils’ attendance and learning            Targeted action and work with families to address safeguarding issues.  <b>(resources and refreshments</b>  <b>£200</b></p>	<p>School ranked 112<sup>th</sup> most deprived out of 114 LA schools on the IDACI scores            To ensure children are safe through monitoring of and response to welfare/safeguarding concerns.            To support families so that home circumstances support readiness for learning.            To build positive home school relationships and maximise parental support for learning.            EEF Toolkit – parental involvement (+3 months)</p>	<p>Progress data            Parent questionnaires            Attendance and exclusion data – see above            Monitoring of safeguarding and welfare incidents            Monitoring parental attendance at school activities</p>	<p>K Morgan (FSW)            H Bodycombe</p>	<p><b>Half-Termly</b>            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><b>C.</b> 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>Disadvantaged pupils have access to music tuition.</p>	<p><b>Subsidy for out of school activities /trips</b>  <b>£8,000</b></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>Funding also used to support targeted enrichment/extension days for eligible pupils.</p>	<p>Attendance records            Monitoring of attendance by PP pupils            Tracking            Book Scrutiny            Pupil/Parental questionnaires</p>	<p>J Chapman-Kemp            J Lindsay            Admin</p>	<p><b>Termly</b>            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>Pupil voice highlights the wide range of experiences children have been exposed to</p>

Disadvantaged pupils have access to a range of sporting activities		EEF Toolkit outdoor adventure learning (+4 months) EEF Toolkit S & E aspects (+4 months) Metacognition (+7 months)			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
<b>H.</b> Increased attainment and progress for disadvantaged EAL pupils	<b>EAL support (Part of TA role)</b> to ensure early language development and parental engagement and communication / translation <b>£9,000</b>	Early language development is highly rated on EEF EY Toolkit (C & L +6 months, Early Literacy +4 months)	Regular monitoring of actions and approaches by SENCo.	H Bodycombe	<b>Termly</b> Target children develop English quickly enabling them to access the curriculum  Data evidences children with EAL working at ARE and making progress
<b>D:</b> Children are ready to learn and receive a healthy drink of milk	<b>Milk-</b> To offer children in receipt of FSM free milk to ensure a nutritious drink during the day <b>£1875</b>	Healthy diet and nutrients needed in order to grow and develop properly	Milk register to monitor children in receipt	Admin	<b>Termly</b> Children's health and wellbeing supported

<p><b>A,B,D,E:</b> 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</p>	<p><b>Parenting Courses (Led by FSW, Inclusion Lead)</b> 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 <b>£2000</b></p>	<p>To build positive home school relationships and maximise parental support for learning. EEF Toolkit – parental involvement (+3 months)</p>	<p>Workshop Questionnaire  2x yearly Parental questionnaire  Increased attendance at parental events- Registers  Attendance records</p>	<p>K Morgan H Bodycombe</p>	<p><b>Termly</b> Increased parental involvement  Parent questionnaires highlight that they feel supported  Children supported within the home  Stronger home/school links</p>
<b>Total budgeted cost</b>					<b>£36,275</b>