

# **new wave** federation

## Pupil Premium Strategy Statement

Grazebrook Primary School  
Academic Year 2020-2021



Summary information					
School	Grazebrook Primary School				
Academic Year	2020-21	Total PP budget	£118,016	Date of most recent PP Review	July 20
Total number of pupils	433	Percentage of pupils eligible for PP	20%	Date for next internal review of this strategy	Dec 20

Current Attainment (2019 Data - No data published in 2020 due to CV-19)		
KS2 2019 Data	<i>KS2 Pupils eligible for PPG: 12 pupils</i>	<i>National average for all pupils (2019 Data)</i>
% of all pupils achieving the expected standard or above in Reading, Writing and Mathematics	R: 89% W: 93% M: 89% Combined: 82%	Reading: 73% Writing: 78% Maths: 79%
% of disadvantaged pupils achieving the expected standard or above in Reading, Writing and Mathematics	R: 75% W: 75% M: 50% Combined: 42%	RWM Combined: 65%
Average progress scores: All Pupils	Reading: 1.1 Writing: 0.8 Maths: 0.4	
Average progress scores: Disadvantaged	Reading: 1 Writing: 2.6 Maths: 1.9	
Average scaled score in Reading and Maths: All Pupils	Reading: 108 Maths: 108	Reading: 104 Maths: 105
Average scaled score in Reading and Maths: Disadvantaged	Reading: 102 Maths: 104	
% of all pupils achieving a high level of attainment in Reading, Writing and Mathematics	R: 47% W: 34% M: 37% Combined: 21%	Reading: 27% Writing: 20% Maths: 27%
% of disadvantaged pupils achieving a high level of attainment in Reading, Writing and Mathematics	R: 8% W: 17% M: 25% Combined: 8%	RWM Combined: 11%

## Barriers to future attainment (for pupils eligible for PP)

### In-School Barriers

<b>A.</b>	<i>Non-disadvantaged pupils at Grazebrook have typically higher starting points; the gap is wide on entry and there is a noticeable in-school gap in some key areas, especially at Greater Depth or Exceeding Standards.</i>
<b>B.</b>	<i>For a number of possible reasons some of our PPG pupils may not have access to the same levels of parental support outside of school as some of our non-disadvantaged pupils. Reasons include: parents/carers having less flexible or longer working hours, lower confidence in their own abilities to support children with their learning due to comparatively low proficiency in spoken and written English at home, more crowded living conditions leading to insufficient space for home learning.</i>
<b>C.</b>	<i>Comparatively low access to enrichment activities and resources compared to peers meaning limited opportunities to develop cultural capital; many of our disadvantaged pupils come from low-income families who are not able to provide access to opportunities our non-disadvantaged pupils are accessing outside of school. Grazebrook is committed to providing access to experiences, both in and beyond the classroom, which will enrich pupils' vocabulary, creativity and imagination as well as their knowledge and understanding.</i>
<b>D.</b>	<i>Unconscious biases from staff and the wider community create social stereotypes which can lead to lower expectations for disadvantaged children or seeing disadvantage as a reason for lower attainment.</i>

### External Barriers

<b>E.</b>	<i>Higher levels of external agency intervention among some disadvantaged pupils. A larger proportion of pupils who are PPG also have additional support from professionals such as Family Support, Speech and Language specialists and Educational Psychologists.</i>
<b>F.</b>	<i>Although in-school provision was allocated for vulnerable children during lockdown due to the Coronavirus, not all families were able to or chose to take up this provision. Many disadvantaged children missed between 8 and 14 weeks of school. In addition, there was and continues to be increased financial pressures on these families, as many were furloughed or lost their employment.</i>

Desired Outcomes		Success Criteria
<b>A.</b>	<i>To further reduce in-school attainment gaps between disadvantaged pupils and others where gaps occur.</i>	<ul style="list-style-type: none"> <li>● <i>Research-led and evidence-based teaching practice will lead to rapid progress in reading, writing and maths for disadvantaged pupils.</i></li> <li>● <i>Frequent and robust monitoring and data analysis over time, focused on priority PPG children at all attainment levels will show gaps and allow teachers and leaders to act on these promptly and effectively.</i></li> <li>● <i>End of Key Stage data will show gaps continuing to narrow across all subjects and for the combined RWM measure and that PPG pupils at Grazebrook continue to perform well in comparison to national ‘others’.</i></li> <li>● <i>Pupils across the school taught in smaller, targeted groups for reading lessons which precisely match their needs and lead to rapid progress.</i></li> <li>● <i>The continued explicit teaching of vocabulary will lead to greater fluency when reading and high standards of spoken and written language for all pupils.</i></li> <li>● <i>A focus on embedding core mathematical skills throughout EYFS and KS1 will reduce knowledge gaps and allow all children to tackle more complex mathematical problems.</i></li> <li>● <i>Pupils will experience a wide range of enrichment activities and resources that support them in their development of general knowledge and cultural capital.</i></li> <li>● <i>Year 5 and 6 pupils split into smaller groups for Maths and English to allow for more targeted teaching.</i></li> <li>● <i>English and Maths specialist teachers will ensure children with gaps in knowledge will get the best teachers and teaching in Years 5 and 6. These teachers will also support target children in Years 3 and 4 to reduce gaps through intervention groups.</i></li> <li>● <i>Regular assessment and tracking will identify children at risk of falling behind and daily tutoring in phonics and early reading delivered by fully trained support staff will occur to reduce gaps in EYFS and KS1.</i></li> </ul>
<b>B.</b>	<i>To build on previous successes with raising aspirations and opportunities for disadvantaged pupils by giving them good levels of enrichment experiences, general</i>	<ul style="list-style-type: none"> <li>● <i>Parent and pupil voice will continue to demonstrate higher aspirations for PPG pupils.</i></li> <li>● <i>Children will show high expectations of themselves and confidently discuss their aspirations for the future.</i></li> <li>● <i>Higher levels of PPG participation in enrichment activities and additional provision will raise aspirations for the future.</i></li> </ul>

	<i>knowledge, a wide vocabulary and high levels of resilience and determination.</i>	<ul style="list-style-type: none"> <li>● <i>Increased levels of attendance for PPG pupils so that pupils are more frequently in school and learning.</i></li> <li>● <i>PPG parents will attend parent workshops (virtual and face-to-face) with members of staff to translate if needed. Links with the PSA and Parent Council will foster family engagement and participation with education that will continue beyond their primary education.</i></li> <li>● <i>A wide range of enrichment experiences will broaden pupils' horizons and build their cultural capital and general knowledge.</i></li> </ul>
<b>C.</b>	<i>To increase the number of disadvantaged pupils attaining at higher levels in all Key Stages.</i>	<ul style="list-style-type: none"> <li>● <i>End of Key Stage data show an increased percentage of pupils attaining Greater Depth results at the end of each Key Stage.</i></li> <li>● <i>Frequent and robust monitoring and data analysis will allow leaders and teachers to identify and act on gaps promptly.</i></li> <li>● <i>Detailed gap analysis will allow staff to precisely target areas of need for those working towards greater depth.</i></li> <li>● <i>Pupils learning will show high levels of stretch and challenge for all.</i></li> <li>● <i>Through the excellent design of learning opportunities, as well as the use of digital technology, pupils will gain greater conceptual understanding and deepen subject knowledge</i></li> <li>● <i>A focus on vocabulary acquisition will support all learners to articulate themselves with a wider range of vocabulary in different contexts.</i></li> <li>● <i>A renewed focus on challenge in Mathematics will provide pupils with a depth of knowledge and increased reasoning skills.</i></li> <li>● <i>Enriched learning experiences will deepen pupils' conceptual understanding and capacity to work at greater depth.</i></li> </ul>
<b>D.</b>	<i>To improve staff understanding of unconscious bias and develop strategies to verify judgements are made without bias</i>	<ul style="list-style-type: none"> <li>● <i>EEF resources on tackling unconscious bias and Peps Mccrea's steps to develop motivated teaching to be shared with all teaching staff and practise embedded overtime to improve teacher's understanding and implementation of high expectations for all.</i></li> <li>● <i>Comparative judgement and blind moderation to be used where the identity of the child is not known during assessment avoiding unconscious bias.</i></li> </ul>
<b>E.</b>	<i>To further improve the attendance and punctuality averages for PPG pupils so the gap</i>	<ul style="list-style-type: none"> <li>● <i>Focused support for identified families from the pastoral team will improve attendance and punctuality for those pupils</i></li> </ul>

	<i>is diminished in comparison to their peers. Pupils will attend school regularly and as a result will achieve improved outcomes.</i>	<ul style="list-style-type: none"> <li>• <i>Communications and celebrations for good attendance will ensure the profile of attendance remains raised and all families understand the importance of attending regularly as well as the school's procedures around attendance</i></li> </ul>
<b>F.</b>	<i>To widen the support offer for disadvantaged families to mitigate the negative financial impact of the coronavirus.</i>	<ul style="list-style-type: none"> <li>• <i>Ensure all families know how to apply for free school meals through the local authority and that any families believed to be eligible have applied.</i></li> <li>• <i>Ensure all families entitled to FSM apply for vouchers over holiday periods where they are eligible. Set up communication systems for those families to monitor uptake and support where necessary.</i></li> <li>• <i>Ensure families are supported with uniform and basic school equipment so that children are fully equipped for school and home learning.</i></li> <li>• <i>Support families to access other services and charities within the borough including early help where necessary.</i></li> <li>• <i>Liaise with the school CAMHS worker and the WAMHS team to ensure families have emotional support where their mental health and wellbeing has been negatively impacted by financial pressures and hardship.</i></li> </ul>

Planned Expenditure					
Academic Year		2020-21			
1. 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	When will you review implementation?
<i>Research-led and evidence-based teaching practice will lead to rapid</i>	<i>A bespoke CPD program focussing on what teachers specifically need to develop their practice will develop all</i>	<i>When teaching and learning is excellent, all pupils benefit</i>	<i>The school's monitoring and evaluating cycle will ensure that the strengths and areas for development for all staff are quickly identified and acted upon.</i>	<i>KB DK HS LS SP</i>	<i>Monthly</i>

<p><i>progress in learning across the curriculum.</i></p> <p><i>Quality-first teaching is engaging and creative and drives progress for all pupils</i></p> <p><i>Teaching and learning opportunities are precisely designed to meet the needs of all pupils through creative lessons which challenge pupils and develop their curiosity and inquisitiveness</i></p>	<p><i>teaching staff's skills to become excellent practitioners.</i></p> <p><i>CPD and SLT mentoring of teaching staff will support the planning of learning opportunities that improve engagement and outcomes for all.</i></p> <p><i>Cross-federation collaboration will allow for a greater wealth of support for staff, who can draw on the expertise from across the schools. The opportunities for peer learning across the schools will further support teacher's professional development and understanding of strategies that can support PPG pupils.</i></p> <p><i>The Teaching School offers additional professional development opportunities for all staff, for example through the Nourished Collective Middle Leadership programme.</i></p>	<p><i>and achievement is improved.</i></p> <p><i>Professional development for staff will lead to strong practitioners who will have greater impact on outcomes for pupils</i></p> <p><i>EEF research shows that effective CPD for staff has high impact on quality of teaching and pupil attainment</i></p>	<p><i>Skilled leaders will support all teachers to challenge all pupils. They will provide coaching and modelling to ensure staff are confident in planning engaging and creative learning opportunities that strengthen pupils attainment.</i></p> <p><i>Pupil Attainment Reviews, led by Senior Leaders, will support staff with planning for and adapting to the needs of all pupils, especially those who are PPG. Through these reviews, identified pupils will be closely monitored and supported to achieve strong outcomes.</i></p> <p><i>Teachers will have a professional development pathway that is adapted to their needs and provides a personal approach to their CPD. This will be supported by the Teaching School offer to further develop excellent practice.</i></p>		
<p><i>All pupils will continue to use digital technology as a tool to enhance their learning and to</i></p>	<p><i>The innovative use of technology within our classrooms will continue to enhance quality-first teaching through creative and engaging</i></p>	<p><i>Research has shown that digital technologies have a positive impact on pupil attainment:</i></p>	<p><i>The Federation's Apple Distinguished Educators and school's digital leads will provide tailored, quality support for teachers when using new technologies.</i></p>	<p><i>DK CW</i></p>	

<i>showcase learning in creative and innovative ways</i>	<i>learning opportunities for pupils. Pupils will be independent, curious and creative learners who are proficient in using technology to design their own learning opportunities and create their own content.</i>	<i>'EdTech presents an opportunity to help level the playing field and create more equal opportunities for every child.' (Reform Think Tank report - Beyond Gadgets 2018)</i>	<i>Full use will be made of Shacklewell Primary School's EdTech demonstrator status so that best practice in using technology for classroom and remote teaching is utilised including recorded lessons, virtual feedback and support and virtual tutoring.</i>  <i>Through planning support, modelled lessons and coaching, all teachers will become proficient in designing engaging learning opportunities for all pupils. Pupils will be developed to be independent and creative learners with an innate enthusiasm for digital learning, especially coding.</i>		
<b>Total budgeted cost</b>					<b>£35,000</b>

<b>2. 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>When will you review implementation?</b>
<i>To increase PPG pupils' levels of attainment in maths at end of KS2</i>	<i>Focused feedback and marking will provide dialogue which develops pupils maths skills. This will be driven by a cross Federation change team.</i>	<i>Baseline assessments of Year 5 and 6 show a gap in the percentage of PPG children against non-PPG children on</i>	<i>Experienced teachers and members of senior leadership will be the additional teachers in year 5 and 6.</i>  <i>SLT will closely monitor attainment and track pupil progress throughout the</i>	<i>KB DK LS</i>	<i>Fortnightly</i>

	<p><i>Termly and end of unit detailed gap analysis and assessment tracking will support teachers and leaders to identify pupils' needs in order to target teaching for progress in maths. An additional teacher in KS2 will allow pupils to be split up into smaller groups.</i></p> <p><i>Additional intervention groups will be planned and actioned to address gaps in knowledge and understanding.</i></p> <p><i>Earlier start of splits for maths teaching and for booster classes to ensure that support is targeted and sustained.</i></p> <p><i>Maths lead to support planning for and monitoring of pupil attainment.</i></p> <p><i>Fortnightly SLT Pupil Progress and book reviews for pupils identified as vulnerable.</i></p> <p><i>Daily Arithmetic lessons embedded across KS2 - focused on identified gaps.</i></p>	<p><i>track to achieve EXS and especially GDS in Maths.</i></p> <p><i>Setting in Year 5 will ensure that the gap is closed as much as possible in advance of pupils entering year 6.</i></p>	<p><i>year ensuring that the needs of pupil premium children are being considered and the additional support provided as required.</i></p> <p><i>PUMA test results will be used alongside regular arithmetic assessments and classroom observations to ensure that PPG pupils are not falling behind. Assessment information from PUMA results will be carefully analysed allowing for quick and decisive actions to address gaps so that pupils do not fall behind.</i></p> <p><i>Intervention impact reviews will identify those interventions that are most successful for pupils.</i></p> <p><i>Teacher's will be trained to support children to develop their meta-cognition to build stronger mental models over time improving their deeper mathematical understanding and ability to reason.</i></p> <p><i>Knowledge organisers for mathematics will be developed with a focus on key vocabulary and facts. These will ensure that all children, families and staff are clear on exactly what needs to be learnt each academic year.</i></p>		
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<p><i>To increase PPG pupils; levels of progress in reading through the development of a love of reading.</i></p>	<p><i>CPD to develop teachers' skills in nurturing a love of reading in their pupils, particularly those who have not developed this independently or with family support.</i></p> <p><i>Federation focus on reading for pleasure through a range of initiatives including author visits and pupils keeping their own 'reading album'.</i></p> <p><i>Whole school initiatives embedding the Joy of Reading will include additional targeted support for PPG pupils.</i></p>	<p><i>Research shows that pupils who enjoy reading make far greater progress across the curriculum.</i></p> <p><i>Research shows that robust teacher subject knowledge and knowledge of pupils has the biggest impact on ensuring teaching is high quality and all pupils achieve expected outcomes.</i></p> <p><i>Pupils will only reach greater depth standard if they love reading and therefore are read to regularly.</i></p> <p><i>Baseline assessments of year 6 pupils indicate that a much smaller percentage of disadvantaged pupils are on track to achieve GDS in</i></p>	<p><i>Classrooms will be equipped with a diverse range of literature. Books chosen as whole class reads and writing week texts will reflect a wide range of cultures of both authors and characters.</i></p> <p><i>Pupil voice google surveys will be carried out to track pupils' attitudes to reading so that recommendations and purchases can be linked to interest.</i></p> <p><i>Teacher knowledge of children's literature will be broadened through engagement with the Open University Reading for Pleasure project and teacher book clubs.</i></p> <p><i>School leaders and class teachers will build communities of readers in each classroom using strategies shared during Inset from Teresa Cremin and through the teacher book club. These include book talk, class librarians, systems for recommendations and supporting children with how to choose books that they are interested in and that will challenge them.</i></p> <p><i>Evidence from pupil reading surveys will be used to identify reluctant readers and ensure they are well</i></p>	<p><i>KB DK LS HS</i></p>	<p><i>Fortnightly</i></p>

		<p><i>reading than non-disadvantaged pupils.</i></p>	<p><i>supported to choose books to engage them with reading.</i></p> <p><i>Class teachers will read out loud to their classes everyday, using the Talk Through Stories programme and/or Reading Aloud steps.</i></p> <p><i>Class teachers will use PiRA assessments to identify gaps in reading skills and teach to these gaps.</i></p> <p><i>Increasing access to books for PPG pupils for example through local bookshop visits, library visits (when open) and access to digital libraries, especially for those who may not have access to a wide range of books at home.</i></p> <p><i>SLT will monitor the progress and attainment through the use of PIRA results, accompanying action plans to target support to pupils needs, identified through detailed gap analysis.</i></p>		
<p><i>Writing attainment for PPG pupils to further improve writing progress scores at the end of KS2.</i></p>	<p><i>Highly skilled, additional teachers to support pupils across KS2 to make strong progress in writing</i></p> <p><i>Quality CPD provided by highly skilled professionals will ensure</i></p>	<p><i>Across KS2 PPG pupils make strong progress in writing.</i></p> <p><i>Research shows that children from affluent</i></p>	<p><i>CPD will increase staff understanding of vocabulary acquisition and development and improve the direct teaching of vocabulary across lessons and subject areas. Monitoring of the teaching of vocabulary will increase</i></p>	<p><i>KB DK HS</i></p>	<p><i>Fortnightly</i></p>

	<p><i>all staff have a strong understanding of the importance of building pupils' vocabulary for writing.</i></p> <p><i>Writing opportunities across the curriculum and based on enrichment activities will engage and enthuse pupils and provide for stronger outcomes.</i></p> <p><i>Focused feedback and marking will provide dialogue which develops pupils writing skills.</i></p> <p><i>Detailed gap analysis and assessment tracking will support teachers and leaders to identify pupils needs in order to target teaching for progress in Writing.</i></p>	<p><i>backgrounds have a significantly wider vocabulary on entering primary school than those from lower income or disadvantaged backgrounds</i></p>	<p><i>teacher accountability for language acquisition.</i></p> <p><i>No More Marking outcomes with close analysis for PPG children support with refining teaching ensuring children's knowledge of gaps and development of skills is increased.</i></p> <p><i>SLT to schedule and monitor a range of enrichment activities that provide high quality stimulus for writing.</i></p> <p><i>Detailed assessment tracking and cross-federation moderation in writing will allow leaders to evaluate the impact of strategies.</i></p> <p><i>Intervention impact reviews will identify those interventions that are highly successful for pupils.</i></p> <p><i>Pupil attainment reviews will have a clear focus on progress for PPG pupils writing to increase teacher accountability.</i></p> <p><i>There is clear communication to families of what children need to be able to do to be successful in writing.</i></p> <p><i>Projects to involve families are developed e.g. creating a family poetry</i></p>		
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			<i>anthology as part of a project with the Ministry of Stories.</i>		
<i>To increase numbers of PPG pupils achieving the greater depth standard in each subject at the end of KS1 and 2</i>	<p><i>Additional teachers working in y2 and 6 on greater depth skills to increase the number of pupils working at the GDS.</i></p> <p><i>Detailed gap analysis and assessment tracking will support teachers and leaders to identify pupils needs and target teaching for greater depth.</i></p> <p><i>Further focus in monitoring and evaluation processes on depth and challenge within lessons will ensure greater levels of teacher accountability for higher attaining PPG pupils.</i></p> <p><i>Tailored CPD will develop staff skills to provide depth and challenge and thereby improve outcomes at the GDS. SFA development leads will provide masterclasses to further develop practice.</i></p> <p><i>Cross-federation collaboration will allow for a greater wealth of support for staff, who can draw on the expertise from across the</i></p>	<i>Pupils leaving primary school with GDS are more likely to achieve higher outcomes at GCSE and to go on to further education</i>	<p><i>Monitoring and evaluation of teaching and learning across the school, with a focus on greater depth attainment will take place fortnightly and be used to assess, review and adapt to ensure maximum impact.</i></p> <p><i>Progression to the SFA programme for pupils in KS1 who are confident readers will provide a range of deeper comprehension skills for PPG pupils. SFA development leads will provide external review of the impact of the programme for pupils.</i></p> <p><i>Detailed assessment tracking and cross-federation moderation will allow leaders to evaluate the impact of strategies.</i></p> <p><i>Intervention impact reviews will identify those interventions that are most successful for pupils.</i></p> <p><i>Pupil attainment reviews will have a clear focus on those pupils at or working towards the greater depth standard to increase teacher accountability</i></p>	<i>KB DK LS HS</i>	<i>Fortnightly</i>

	<p><i>schools. The opportunities for peer learning across the schools will further support teacher's professional development and understanding of strategies that can support PPG pupils working at or towards greater depth.</i></p> <p><i>Focused feedback and marking for greater depth will provide additional challenge for pupils at or working towards the greater depth standard.</i></p> <p><i>Targeted intervention for those pupils who are potential PPG higher attainers will ensure that pupils have additional support to make greater depth standards</i></p>				
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<b>Total budgeted cost</b>					<b>£52,016</b>
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<b>3. Other Approaches</b>					
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<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>When will you review implementation?</b>
<i>To provide wider access to</i>	<i>Undertake a focus on enrichment programmes across</i>	<i>Research into learning shows that</i>	<i>All children will be offered a wide range of enrichment opportunities</i>	<i>DK, LS</i>	<i>Half-termly</i>

<p><i>Enrichment and Extended Services for PPG pupils so aspirations and opportunities are broadened.</i></p>	<p><i>the federation utilising visitors, workshops and virtual experiences where trips are not possible due to CV-19, creating high quality experiences for all pupils. Particularly focus on providing experiences which build engagement, general knowledge and cultural capital.</i></p> <p><i>Enrichment activities and experiences will be available across the federation for as many pupils as possible. PPG pupils will be eligible for fully funded Enrichment activities.</i></p> <p><i>Subsidies for activities will ensure that all pupils are able to participate regardless of background.</i></p> <p><i>Subsidised breakfast club, Our Space and Sports provision will ensure that all pupils have access to a broad range of extracurricular activities.</i></p>	<p><i>general knowledge gained from wide experiences assists with retention of information in long term memory.</i></p> <p><i>Pupils may feel socially isolated without access to enrichment opportunities</i></p> <p><i>Higher aspirations motivate and encourage pupils to engage with learning and to build resilience</i></p>	<p><i>involving sport, art and drama. Local trips will occur to develop children’s understanding of local geography and history.</i></p> <p><i>Families will be invited to share skills and develop enrichment opportunities that celebrate the diversity of the school community and local area through covid-safe workshops and virtual workshops. Pupils will report positive experiences from Enrichment and other extended offer activities.</i></p> <p><i>Covid-19 restrictions permitting, clubs sign-up analysis will show that a high percentage of PPG pupils are engaging with the After School provision. Quality assurance of After School provision and Enrichment will show effectiveness in increasing engagement and raising participation and aspirations for pupils.</i></p> <p><i>Where trips involving public transport are not possible due to CV-19 restrictions, virtual workshops and virtual visits will occur.</i></p>		
<p><i>To narrow the gap between PPG and non-PPG pupils attendance and punctuality % so that a greater</i></p>	<p><i>Attendance parent workshop with HLT AO will ensure parents understand the importance of good attendance, address some common misconceptions around attendance and provide parents</i></p>	<p><i>While there has been a closing of the gap in attendance between PPG and NPPG pupils within the school , Some</i></p>	<p><i>Prompt identification and intervention for pupils with low or falling attendance will improve attendance for those identified pupils.</i></p>	<p><i>KB, DK, LO/JS, HLT AO</i></p>	<p><i>Monthly</i></p>

<p><i>number of PPG pupils have good or excellent attendance</i></p>	<p><i>with some strategies to use to help improve their child's attendance.</i></p> <p><i>Frequent attendance meetings, supported by the AO, with targeted families will ensure attendance is a focus for our targeted families and support parents with strategies to improve attendance.</i></p> <p><i>Funded Breakfast Club places ensure identified pupils are in school before the school day begins and are well fed and able to focus on learning.</i></p>	<p><i>PPG pupils remain persistent absentees.</i></p> <p><i>DfE research shows a clear link between attendance and attainment at the end of KS2</i></p> <p><i>Pupils with good attendance are more likely to stay in education beyond compulsory school age which in turn will improve later career options.</i></p>	<p><i>Weekly Attendance Review Meetings and analysis of impact will demonstrate effectiveness of policy and its application.</i></p> <p><i>Half termly attendance overview monitoring and analysis for identified groups and individuals will allow for more effective support to improve attendance percentages.</i></p> <p><i>Attendance Officer impact analysis will monitor the impact of PCN and pre-PCN warnings for improving attendance, including the impact of any PCN or PCN warning letters.</i></p>		
<p><i>Ensure that all pupils have necessary access to targeted intervention and/or support from additional professionals or external services from an early age to allow them greater access to learning</i></p>	<p><i>Early identification of children new to the school and EYFS pupils vulnerable of underachievement so appropriate intervention or external agency referrals occur promptly.</i></p> <p><i>Identified children receive additional support, e.g. one to one input from speech &amp; language therapist. This will ensure that they make rapid progress in identified areas and are able to access learning more effectively.</i></p>	<p><i>Early access to additional services allows gaps to be diminished at earlier stages in pupils' lives allowing them to be successful throughout their education.</i></p>	<p><i>Analysis of provision map for school-based and additional services will ensure that pupils' needs are identified promptly and provision is allocated accordingly to reduce barriers to learning.</i></p> <p><i>Review of speech and language groups will ensure that groups are high impact and pertinent to pupil need.</i></p> <p><i>Clear systems in place to teach vocabulary</i></p> <p><i>Frequent monitoring of identified pupil progress (especially in EYFS) will lead</i></p>	<p><i>KB, DK, LO/JS</i></p>	<p><i>Monthly</i></p>

			<p><i>to accelerated progress for those pupils.</i></p> <p><i>Focused pupil shadowing by SLT will support the identification of areas to develop within the school.</i></p> <p><i>Regular learning walks and feedback on quality of interactions in EYFS followed by further professional development for team members will support progress for pupils.</i></p> <p><i>Intervention and external support quality assurance will allow the school to build on the most successful interventions and support for pupils.</i></p>		
<b>Total budgeted cost</b>					<b>£31,000</b>

Review of Expenditure				
Previous Academic Year		2019-20		
1. Quality of Teaching for All				
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
<p><i>Teaching and learning opportunities meet the needs of all pupils</i></p> <p><i>Quality first teaching drives progress for all pupils</i></p>	<p><i>CPD program</i></p> <p><i>Cross-federation collaboration</i></p> <p><i>Appraisal</i></p> <p><i>Teaching School Offer</i></p> <p><i>CPD</i></p> <p><i>Coaching and mentoring</i></p> <p><i>SLT targeted support</i></p>	<p><u><i>KS2 Attainment</i></u></p> <p><i>86% of PPG pupils at the end of KS2 achieved the expected standard or above in Reading compared to 90% of the whole cohort.</i></p> <p><i>86% of PPG pupils at the end of KS2 achieved the expected standard or above in Writing compared to 93% of the whole cohort.</i></p> <p><i>43% of PPG pupils at the end of KS2 achieved the expected standard or above in Writing compared to 90% of the whole cohort.</i></p> <p><u><i>KS1 Attainment</i></u></p> <p><i>90% of PPG pupils at the end of KS1 achieved the expected standard or</i></p>	<p><u><i>Overall</i></u></p> <p><i>There are substantial successes for PPG in comparison to 'others' nationally at most assessment points.</i></p> <p><i>The rigorous nature of the monitoring cycle has led to early identification of areas of development for staff and an improvement in the Teaching Profile of the school.</i></p> <p><u><i>KS2</i></u></p> <p><i>The attainment in maths at the end of KS2 was too low and so this will be a focus of next year's strategy to ensure this is not repeated.</i></p> <p><i>An increased focus is needed on Pupil Attainment Reviews for PPG pupils aspiring to Greater Depth in RWM combined, especially across KS2.</i></p> <p><u><i>KS1 and EY</i></u></p>	£25,800

		<p><i>above in Reading compared to 92% of NPPG.</i></p> <p><i>90% of PPG pupils at the end of KS1 achieved the expected standard or above in Writing compared to 90% of the whole cohort.</i></p> <p><i>90% of PPG pupils at the end of KS1 achieved the expected standard or above in Maths compared to 93% of the whole cohort.</i></p> <p><u><i>Phonics test</i></u></p> <p><i>97% of the cohort pupils passed the phonics test. 86% of PPG pupils passed the test with one child working towards the expected standard.</i></p>	<p><i>Additional support and targeted interventions had high levels of success, especially in EYFS and Phonics screen where in-school gaps were diminished at Expected Standards.</i></p> <p><i>Phonics monitoring and targeted interventions have been highly successful.</i></p> <p><i>High quality teaching in Reception has seen excellent outcomes for pupils at the end of EYFS. A Local Authority moderation visit confirmed accurate assessments are taking place.</i></p> <p><i>Rigorous monitoring and assessment has led to highly accurate tracking of pupils and their phonological knowledge. Quality phonics teaching has also led to high outcomes for PPG pupils. The impact of the phonics coaching CPD is evident.</i></p>	
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<p><i>All pupils will use digital technology as a tool to enhance their learning and to showcase learning in creative and innovative ways</i></p>	<p><i>Develop Pupils' independence, curiosity and creativity alongside by becoming proficient in using technology to design their own learning opportunities and create their own content.</i></p>	<p><i>Pupils will develop essential skills for their futures through becoming confident users of technology. They will develop their ability to be creative, think critically and have a thirst for knowledge and learning.</i></p>	<p><i>iPad use has been fully embedded in all aspects of the teaching and learning within the school. This has allowed a broad range of learning experiences for the pupils and helped them to develop new skills.</i></p> <p><i>The consistent use of ipads and the high levels of availability has broken down the barriers to using technology that some disadvantaged pupils may face.</i></p> <p><i>Pupils have learnt extensively about the productive, safe and responsible use of technology and demonstrate this throughout their learning.</i></p>	<p>£15,500</p>
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## 2. Targeted Support

Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
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<p>Across KS2 PPG pupils make strong progress in Writing to further improve writing progress scores at the end of KS2</p>	<p>Quality-First Teaching</p> <p>Targeted Intervention</p> <p>Additional teacher in Year 6 English sessions</p> <p>Enrichment program</p>	<p>86% of PPG pupils at the end of KS2 achieved the expected standard or above in Writing compared to 93% of the whole cohort.</p> <p>Average progress in writing for PPG pupils was 2.8 at end of KS2 in 2019 which reflects the positive impact of the focus on writing that has been put in place.</p>	<p>Detailed feedback and marking with targeted steps for improvement ensured strong progress for pupils. For a few PPG pupils, although progress was good, it was not sufficiently rapid to bring attainment up to expected levels.</p> <p>Strong cross-curricular writing opportunities gave pupils the opportunity to apply skills in a wider range of contexts.</p> <p>Effective use of digital technology supported pupils in planning and evaluating their writing, allowing them to further refine their skills.</p> <p>The support provided by the additional Year 6 teacher for writing allowed further targeted support which improved outcomes for pupils.</p>	<p>£19,500</p>
<p>To increase numbers of PPG pupils achieving the greater depth standard in each subject at the end of KS1 and 2</p>	<p>Quality-First Teaching</p> <p>Targeted Intervention</p>	<p><u>KS2 Attainment</u></p> <p>No PPG pupils at the end of KS2 achieved the greater depth standard in Reading compared to 47% of the whole cohort.</p>	<p><u>KS2</u></p> <p>There is a significant deficit in attainment at Greater Depth standard in all subjects for PPG pupils.</p> <p>This will require a renewed focus in the coming academic year with a dual emphasis on both year 5 and 6. The</p>	<p>£18,000</p>

	<p><i>Additional teacher in Year 6 English and Maths sessions</i></p> <p><i>Enrichment program</i></p>	<p><i>14% of PPG pupils at the end of KS2 the greater depth standard in Writing compared to 44% of the whole cohort.</i></p> <p><i>14% of PPG pupils at the end of KS2 achieved the greater depth standard in maths compared to 35% of the whole cohort.</i></p> <p><u><i>KS1 Attainment</i></u></p> <p><i>30% of PPG pupils at the end of KS1 achieved the greater depth standard in Reading compared to 38% of the whole cohort.</i></p> <p><i>20% of PPG pupils at the end of KS1 achieved the greater depth standard in Writing compared to 35% of the whole cohort.</i></p> <p><i>30% of PPG pupils at the end of KS1 achieved the expected standard or above in Maths compared to 38% of the whole cohort.</i></p>	<p><i>progress required in year 6 is too great if pupils have not kept up with their peers in the preceding years.</i></p> <p><u><i>KS1</i></u></p> <p><i>PPG attainment at greater depth is slightly behind that of the cohort as a whole in reading and maths and there is a larger gap in writing.</i></p> <p><i>This will remain a focus for the year.</i></p>	
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### 3. Other Approaches

Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
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<p><i>To narrow the gap between PPG and non-PPG pupils attendance and punctuality</i></p>	<p><i>Increased profile of attendance with parents</i></p> <p><i>Weekly attendance reviews were followed by more timely letters and meetings with parents</i></p> <p><i>Increased communication regarding the revised Attendance Policy set out clearer guidelines for parents on expectations</i></p> <p><i>Funded Breakfast Club places</i></p>	<p><i>Both PPG and non-PPG pupils attendance averages are higher than national comparators. The school's overall attendance averages are also higher than those seen nationally.</i></p> <p><i>The gap between PPG and NPPG has continued to improve but there remains a small in-school gap between NPPG and PPG pupils attendance averages. There are individual PPG pupils and families who are persistently absentees which compounds the difficulties they may already face in accessing learning.</i></p>	<p><i>The impact of the work of the AO and the Inclusion lead on reducing absences has led to further improvement in attendance figures in comparison with national averages.</i></p> <p><i>There remain in school gaps which need to close further. This necessitates a continued focus on attendance and punctuality for PPG pupils.</i></p>	<p>£14,100</p>
<p><i>Improve access to external services from an early age</i></p>	<p><i>Early identification of children new to the school and EYFS pupils</i></p>	<p><i>Increased engagement with learning contributed significantly to the success of PPG attainment by reducing barriers to learning.</i></p>	<p><i>Early assessment and identification of need has allowed the school to promptly support those identified pupils.</i></p>	<p>£15,550</p>

	<p><i>Appropriate intervention or external agency referrals</i></p> <p><i>Identified children receive additional support, e.g. one to one input from speech &amp; language therapist or small group SALT support</i></p>	<p><u><i>Phonics test</i></u></p> <p><i>97% of the cohort pupils passed the phonics test. 86% of PPG pupils passed the test with one child working towards the expected standard.</i></p>	<p><i>Targeted support has been effective in increasing progress for those pupils to bring them in line with their peers.</i></p> <p><i>Speech and Language intervention in EYFS has been particularly effective in supporting those pupils with CLL and those pupils with English as an Additional Language.</i></p> <p><i>Close and effective partnerships with external agencies ensured a joint strategy for key pupils.</i></p>	
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<p><i>Wider access to Enrichment and Extended Services for PPG pupils</i></p>	<p><i>Fully funded Enrichment opportunities</i></p> <p><i>Club subsidies</i></p> <p><i>Trip subsidies and Residential subsidies</i></p> <p><i>Saturday school</i></p> <p><i>Subsidised breakfast club, Our Space and Sports provision</i></p>	<p><i>Increased engagement with learning contributed significantly to the success of PPG attainment by reducing barriers to learning.</i></p> <p><u><i>KS2 Attainment</i></u></p> <p><i>No PPG pupils at the end of KS2 achieved the greater depth standard in Reading compared to 47% of the whole cohort.</i></p> <p><i>14% of PPG pupils at the end of KS2 the greater depth standard in Writing compared to 44% of the whole cohort.</i></p> <p><i>14% of PPG pupils at the end of KS2 achieved the greater depth standard in maths compared to 35% of the whole cohort.</i></p> <p><u><i>KS1 Attainment</i></u></p> <p><i>30% of PPG pupils at the end of KS1 achieved the greater depth standard in Reading compared to 38% of the whole cohort.</i></p> <p><i>20% of PPG pupils at the end of KS1 achieved the greater depth standard</i></p>	<p><i>Rigorous and consistent implementation of the key school policies (for example behaviour, uniform and attendance policies) have ensured pupils understand expectations and are settled and ready to learn.</i></p> <p><i>Parental engagement in school projects has been a particular success. A small group of hard-to-reach families would benefit from increased support from the school to access these events.</i></p>	<p>£25,975</p>
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		<p><i>in Writing compared to 35% of the whole cohort.</i></p> <p><i>30% of PPG pupils at the end of KS1 achieved the expected standard or above in Maths compared to 38% of the whole cohort.</i></p>		
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