

Pupil premium strategy statement (primary)

| 1. Summary information | | | | | |
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| School | Calton Primary School | | | | |
| Academic Year | 2020 | Total PP budget | 193,158.44 | Date of most recent PP Review | 13 th March 2018 |
| Total number of pupils | 571 | Number of pupils eligible for PP | 135 | Date for next PP Strategy Review | July 2021 |

| 2. Current attainment | | |
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| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving the national standard or above in reading, writing & maths | 36% achieved combined compared to 53% last academic year (only TA) | In 2019 , 51% of disadvantaged pupils reached the expected standard in all of reading, writing and maths compared to 71% of all other pupils , a difference of 20pp. |
| KS1-2 progress score in reading | Not available this academic year due to Covid | |
| KS1-2 progress score in writing | Not available this academic year due to Covid | |
| KS1-2 progress score in maths | Not available this academic year due to Covid | |

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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| A. | Children from disadvantaged families are not reading enough or being exposed to new vocabulary. They have narrow experiences of the wider world. |
| B. | Low attainment on entry – below EYFS national standards. Due to Covid and many children not attending school during lockdown there are gaps in learning. |
| C. | A range of complex needs; 21% FSM children have a special education need, others suffer with mental health issues, low level confidence and resilience. |

External barriers *(issues which also require action outside school, such as low attendance rates)*

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| D. | Low attendance and a lack of engagement in home learning tasks. |
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4. Out Success criteria

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| A. | PP children will make accelerated progress | Interventions will enable pupils to close the gaps in their learning whilst quality first teaching will enable them to master the curriculum that they are working within. |
| B. | More disadvantaged pupils will complete home learning activities. | This includes having access to online tuition in the event of isolation and lockdown alongside the traditional home learning opportunities that the school offers |
| C. | Attendance rates will improve | PP attendance is in line with Non – PP attendance |

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| D. | Disadvantaged pupils will have access to a rich and varied curriculum | School trips and paid enrichment activities, swimming lessons and residential breaks will be paid for FSM children. |
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| 5. Planned expenditure | | | | | |
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| Academic year | | | | | |
| 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 | When will you review implementation? |

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| <p>Reading and Writing</p> <p>continue to close the gap between PP and non PP in both reading and writing</p> <p>RWI year 1- close the gap between PP and non-PP reaching ARE this year.</p> | <ul style="list-style-type: none"> Continual monitoring of the quality of RWI, Reading and Writing teaching sessions One to one RWI interventions One to one reading interventions will take place throughout the year groups. PM benchmark will be used to assess progress After school catch up sessions will focus on reading comprehension | <p>The EEF states that:</p> <ol style="list-style-type: none"> Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. How will you assess pupils' needs accurately before adopting a new approach? One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of one to two and one to three indicates that greater use of these approaches may be worthwhile. Have you considered trying one to two or one to three as an initial option? Training and support are likely to increase the effectiveness of small group tuition. Have those delivering the small group tuition been trained in the programme they are using? <p>EYFS: Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.</p> | <p>Observation, training, monitoring</p> | <p>LT, KN and MN</p> | <p>End of Autumn, Spring and Summer</p> |
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| Maths - Data shows that a greater proportion of disadvantaged children are working at age related expectations | <ul style="list-style-type: none"> Gaps are closed through planned catch up sessions – including greater depth problems for those who have mastered the skill Mastery focus continues – more opportunity for greater depth problems Teachers are aware of the gaps so that these can be addressed through small step work Inter Rail teaching is reviewed and adapted in light of changes due to Covid and to make it a smoother system One to one support will be given to children to work through Inter Rail targets Bar Modelling to be addressed EYFS mastery Learning to remain a focus | <p>The EEF states that:</p> <ol style="list-style-type: none"> Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. How will you assess pupils' needs accurately before adopting a new approach? One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of one to two and one to three indicates that greater use of these approaches may be worthwhile. Have you considered trying one to two or one to three as an initial option? Training and support are likely to increase the effectiveness of small group tuition. Have those delivering the small group tuition been trained in the programme they are using? <p>EYFS: Commonly, the most effective early numeracy approaches include individual and small group work, and balance guided interaction with both direct teaching and child-led activities, depending on the age and capabilities of the child. A number of studies also indicate that it is important for early years professionals to understand young children's mathematical development (such as the typical stages in learning to count) and to understand how to assess this development. This understanding will support the provision of more effective activities.</p> | Observation, training, monitoring | KN | End of Autumn, Spring and Summer |
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| Curriculum | <ul style="list-style-type: none"> • Subject Leaders will assess which parts of the curriculum were potentially missed due to Covid and plan accordingly for this. • Teachers will record who has not attained the required skill on the Calton Quest Curriculum Coverage grid which will be passed on the next teacher at transition which will identify those that have not acquired a skill so that they can be pushed the following year. • Teachers will periodically revisit content to ensure retention in Long term memory. | <p>The EEF states: Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps and must demonstrate a high level of success on tests, typically about 80%, before progressing to the next unit. Those who do not reach the required level are provided with additional tuition, peer support, small group discussions, or homework, so that they can reach the expected level.</p> | Observation, training, monitoring | AP | End of Autumn, Spring and Summer |
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| <p>Catch Up Tuition</p> | <ul style="list-style-type: none"> • After school sessions planned • Reading comprehension skills taught through Crack It Comprehension • Maths skills taught using identified gaps through PUMA | <p>The EEF states that On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers.</p> | <p>Insight gaps closing – feedback to teachers</p> <p>Work evidence</p> <p>Discussion and observation</p> | <p>KN and AP</p> | <p>Continual</p> |
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| Online Remote Learning Provision | <ul style="list-style-type: none"> Teachers to use PPT's which are interactive with voice over Teachers to use Sway to present online learning opportunities Weekly check in for pupils who are not in school Feedback forms will be used so that misconceptions can be addressed and learning can be tracked Pupils who do not have access to technology identified and systems put in to place for these children – including internet connection Laptops ordered through Government scheme and internet connection considered | <p>The report finds that the quality of remote teaching is more important than how lessons are delivered. For example, teachers might explain a new idea live or in a pre-recorded video. But what matters most is whether the explanation builds clearly on pupils' prior learning.</p> <p>The review also highlights the importance of access to technology and finds that getting pupils to interact with each other in online learning environments – for example, through peer marking – can boost the impact of remote learning.</p> <p>Monitoring the progress pupils are making during remote learning is also key and the report suggests that it can be helpful for teachers to provide support and strategies to enable pupils to work independently.</p> | <p>Pupil feedback through the completion of forms and face to face meeting</p> <p>Phase leaders to monitor the quality of work presented through e-schools</p> | Phase Leaders | Continual |
| Metacognition | <ul style="list-style-type: none"> Select a year group to trial this If successful begin to roll out to further year groups | <p>The EEF states that: Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> | <p>Monitor the impact that this has within a year group</p> | KN/NW | Spring and Summer Terms |

| Total budgeted cost | | | | | £ 9905 |
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| ii. Targeted support | | | | | |
| 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? |
| Disadvantaged pupils will make accelerated progress | Early Years Interventions Disadvantaged pupils in EYFS will receive one to one or small group tuition for Reading and Inter Rail targets. This will begin in the second half of the autumn term once the children have had chance to settle in to school life. | <i>The EEF states that:</i> Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. | LP's have hours assigned to this role This will be monitored and regular meetings will take place to review this provision KN to ensure that appropriate training and support is available for the staff delivering the interventions Interventions to work on a rolling programme so that key learning from lessons is not missed. | KN/MN | Every half term |

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| Disadvantaged pupils will make accelerated progress | <p>One to one and group work Y1, Y5, Y6</p> <p>Disadvantaged pupils from Y1, Y5, Y6 will receive one to one or small group tuition for Reading and Inter Rail targets</p> | <p><i>The EEF states that:</i> Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p> <p>The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group. Students eligible for the Pupil Premium are more likely to be low-attaining than other children. However, tackling disadvantage is not only about supporting low attainers. For example, disadvantaged students who achieve highly in primary school are much less likely than their peers to receive top grades at GCSE.</p> | <p>Two LP's have specific hours assigned to this.</p> <p>KN to meet regularly with Phase Leaders to ensure the provision is effective</p> <p>KN to ensure that appropriate training and support is available for the staff delivering the interventions</p> <p>Interventions to work on a rolling programme so that key learning from lessons is not missed.</p> | KN, SLT | Every half term |
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| For disadvantaged children with SEND to make rapid progress through individual targets | SEND support F grade LP's within each phase will work specifically on My plan targets | <i>The EEF states that:</i> Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. | <ul style="list-style-type: none"> Phase Leaders to My plan targets are shared and monitored | JBD NW | Autumn, Spring and Summer |
| <p>For disadvantaged pupils to receive support in English and Maths where required</p> <p>25% LP general costs Plus Year 3 specific and Year 5/6 specific</p> | <ul style="list-style-type: none"> 25% LP costs covered through the Pupil Premium LP's to helicopter throughout each Maths lesson LP's to give in class support for each English lesson LP's to carry out interventions during the afternoon based on gaps identified in children's learning – on a rolling programme so the same lessons are not always missed. Teaching will never supplement the teachers work only compliment it | Research that examines the impact of TAs providing general classroom support suggests that students in a class with a teaching assistant present do not, on average, outperform those in one where only a teacher is present. This average finding covers a range of impacts. In some cases teachers and TAs work together effectively, leading to increases in attainment. In other cases pupils, particularly those who are low attaining or identified as having special educational needs, can perform worse in classes with teaching assistants. Where overall negative impacts have been recorded, it is likely that support from TAs has substituted rather than supplemented teaching from teachers. In the most positive examples, it is likely that support and training will have been provided for both teachers and TAs so that they understand how to work together effectively, e.g. by making time for discussion before and after lessons. | Lesson observations 3 x year focus on Maths and English | <p>Phase Leaders</p> <p>JBD</p> <p>NW</p> | Continual |

| Total budgeted cost | | | | | LP – 25% + Y5/6 LP = £81,898 YR R/1/3/ LP = £8790 |
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| 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 | When will you review implementation? |
| For disadvantaged children to be ready to access the Curriculum, socially and emotionally | <p>Pastoral support</p> <p>Pastoral work will be put in around the school for children if they have anxieties brought on by Covid and the lockdown. We will monitor children that have come back to school not in the right mindset to work as they either got out of the routine of learning during lockdown or other things have gone on for them (bereavement, parents losing jobs, parents with poor mental health or living in an unsettled home.</p> <p>We would also need to look out for children over this academic year as families are going to be under a lot of stress. We have a pastoral worker assigned to year groups but some year groups have more need than others so some will receive more support. The pastoral team will need to be prepared for more children possibly becoming PP as unemployment rises. 3 of the team are ELSA trained and will use these skills to support children. Another member of the team has done the REACH program and one is trained with sand tray intervention. We are hoping to have a member of the team trained in sand therapy over the next couple of years so we can offer more children this therapy.</p> | <p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across the categories of programme described above. Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies.</p> | <ul style="list-style-type: none"> • Pastoral members assigned to each phase • Mentoring, group work and pastoral support administered where needed • CPOM system embedded to ensure that communication is effective. • Tracking system used to rate the effectiveness of pastoral interventions. | JBD | Autumn, Spring and Summer |

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| Attendance rates will improve for disadvantaged children | <ul style="list-style-type: none"> • Inclusion Lead and Attendance officer assigned to the role • Regular meetings to review attendance • Relationships built with families • Policy followed • Liaison with LA where required • Regular governor reports produced <p>Priorities moving forwards; Parent contracts are to be employed where there is no sign of improvements in the parent's ability to get the children to school. Continued weekly monitoring with an aim to understand individual reasons for absence.</p> | <p>Primary schools that maintain or improve pupils' attendance pay consistent attention to it and use a variety of strategies rather than just one particular approach.</p> <p>The report, 'Effective practice in improving attendance in primary schools', contains case studies of best practice from primary schools across Wales. Inspectors found that schools with consistently good or improved attendance:</p> <p>Create a welcoming environment for pupils</p> <p>Have a clear attendance policy</p> <p>Engage well with pupils and parents</p> <p>Analyse and monitor data about absence and the reasons for it</p> <p>Evaluate the impact of attendance strategies</p> <p>Develop strong links with community support services</p> <p>Have specified staff responsible for improving attendance</p> <p>Use appropriate rewards and incentives</p> | <ul style="list-style-type: none"> • Regular review meetings • Policy guidelines adhered to | SB, MH, RS | Termly reports to be presented at Governors |
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| For disadvantaged children to be ready to access the Curriculum, behaviourally, socially and | Educational Psychologist sessions so that we can address the needs of individuals | Beginning with a focus on attendance and behaviour alongside quality teaching, schools can embed their support for disadvantaged pupils – NFER Report | Ensure that coaching and mentoring has taken place with class teachers and advice has been followed where given. My Plan targets to address recommendations | JBD | Termly |
| Increased parental engagement in home learning tasks | Educate parents on the home learning tasks which are set and how they can best support their children at home | <i>The EEF states that this has a low impact for a very low cost.</i> | Doodle Maths demonstration Reading Comprehension questions and reading prompts demonstrated and copies given Read, write, check sheets to be shared for spellings AP to monitor and track | KT, AP, KN | Termly |
| Trips and Residential/Cool Milk/Breakfast and after school and holiday clubs | All trips and residential trips will be funded for disadvantaged pupils Where needed breakfast club and after school club will be offered | This encourages parents to sign up initially now that UIFSM are in place. This also ensures that disadvantaged children access all areas of the curriculum | Regular meetings with SBM, FM. Check FFT for any missed information. Ensure that new joiners are given the correct information and support on how they can | KN, SLT, FM, SBM | Termly |
| Total budgeted cost | | | | | Pastoral = £65, 281 Y5/6 pastoral = £2440 Cool Milk = £1000 Trips and Residential = £8950 + £1500 Attendance = £4800 Pupil premium teacher Apr – Aug - £7742 Wrap around Care - £852 |

6. Review of expenditure

At KS1 of 17 disadvantaged pupils; Three children made accelerated progress in **Writing** two from EYFS EME – EXS and one from EYFS EME – GDS, 1 child who was expected at EYFS did not get expected at KS1. (TA – Covid Spring)

4 children made accelerated progress in **Reading** from EYFS emerging to KS1 Expected. 1 child made accelerated progress from EYFS Emerging to KS1 GDS. (TA – Covid Spring)

2 children made accelerated progress in **Maths** from EYFS emerging to KS1 EXS. 2 children who were EYFS Expected achieved KS1 WTS. (TA – Covid Spring)

This data shows a conversion improvement for last year.

65% children achieved EXS standard or above in Reading.(compared to 74% last year)(TA – Covid Spring)

65% children achieved EXS standard or above in Maths (compared to 68% last year)(TA – Covid Spring)

53% children achieved EXS standard or above in writing (compared to 58% last year)(TA – Covid Spring)

At KS2 of the 14 pupils;

At KS1 of 14 disadvantaged pupils; Six children made accelerated progress in **Writing** three from KS1 WTS – EXS and three from KS1 EXS – GDS. (TA – Covid Spring)

4 children made accelerated progress in **Reading** from KS1 EXS to KS2 GDS. 1 child made accelerated progress from KS1 PKF to KS2 Just Below. (TA – Covid Spring)

0 children made accelerated progress in **Maths** (TA – Covid Spring)

50% children achieved EXS standard or above in Reading.(compared to 65% last year)(TA – Covid Spring)

50% children achieved EXS standard or above in Maths (compared to 65% last year)(TA – Covid Spring)

65% children achieved EXS standard or above in writing (compared to 53% last year)(TA – Covid Spring)

In House Data – clearly impacted by Covid – illustrating the catch up that is now needed. Autumn data will show a clearer picture.

| | summer 16/17 | Summer 17/18 | Summe r 18/19 | Spring 19/20 (summer target) |
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| Reading | 51% | 52% | 59% | 52% (71%) |
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| Writing | 41% | 44% | 48% | 43% (59%) |
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| Maths | 47% | 52% | 59% | 48% (65%) |
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| Previous Academic Year | | | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Disadvantaged children will have access to a rich Curriculum | The school Curriculum will be reassessed, remapped and made fit for purpose | <p>Last year we started to put into effect more work on the recall and retention of facts – revisiting at the beginning of the next lesson/unit and spot reminders/tests during different times of the day, This has helped to identify the children who are less secure in their subject knowledge.</p> <p>INSET days were focused on the development of the Curriculum and staff were given time to plan for development in their subjects.</p> <p>Subject areas were successfully added to the new tracking system</p> <p>An investment was made in to Focus Education documentation and time was given to subject leaders to complete this.</p> | <p>That areas need to be tracked more specifically against the small steps and more information needs to be passed to the next class teacher.</p> <p>That areas where gaps may have formed due to Covid need to be addressed – some fantastic revision slides were created and shared.</p> | |

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| <p>Disadvantaged children will make better than expected progress in Maths</p> | <p>See Maths Action Plan</p> | <p><u>Evidence</u></p> <p>100% of teaching reading has been judged good or better with a focus on PP children identified on lesson observations</p> <p>1-1 or group interventions in place for PP children in Inter Rail with the large majority of disadvantaged pupils making better than expected progress</p> <p>Year 6 SATS booster maths sessions took place which were successful in supporting areas of development and greater depth</p> <p>ARE Maths- 3 year groups have closed the ARE gap between PP and Non PP children from Autumn-Spring 2020</p> <p>4 year groups have increased the amount of PP children achieving ARE or higher from the Autumn to Spring Term.</p> <p><u>PUMA</u></p> <p><u>Highlights areas to work on next academic year as measure, Geometry and Operators.</u></p> <p><u>Slightly higher proportion at GDS and number at ARE has remained static despite lockdown – indicating accelerated progress up to this point.</u></p> | <p>Catch up</p> <p>EYFS – will make changes to the curriculum and the order in which they teach the learning objects.</p> <p>Improve the quality of bar modelling teaching.</p> <p>Improve the Inter Rail system in light of Covid</p> <p>Continue to develop further opportunities for Mastery teaching</p> <p>Focus on MTC</p> | |
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| English – Reading comprehension and Phonics | <p><u>Evidence</u></p> <p>100% of teaching reading has been judged good or better with a focus on PP children identified on lesson observations</p> <p>1-1 or group interventions in place for PP children in RWI and reading/comprehension</p> <p>Year 2 SATs booster reading comprehension</p> <p>From Autumn 2019- Spring 2020 a higher percentage of PP children in Y1 achieved ARE or above in RWI than non PP-</p> <table><tr><td></td><td>Autumn</td><td>Spring</td></tr><tr><td>PP</td><td>85</td><td>92</td></tr><tr><td>Non PP</td><td>77</td><td>79</td></tr></table> <p>The predicted percentage to pass to phonic screening check Autumn 2020 (y2) is</p> <p>PP 93</p> <p>Non PP 85</p> <p>In Year 2 from Autumn 2019- Spring 2020 the gap between PP and Non PP achieving ARE or above in RWI was closed by 3% from 8%-5%.</p> <p><u>PIRA</u></p> <p>From Autumn 19- Spring 2020 In years 1-4 PIRA results show that comprehension data has become more in line with national figures.</p> <p>More children have reached a Standardized score of 100 or higher from Autumn to Spring in the vast majority of year groups</p> <p>ARE Reading- Year 1 and 3 have closed the ARE gap from Autumn-spring 2020 and more PP children have made accelerated progress</p> | | Autumn | Spring | PP | 85 | 92 | Non PP | 77 | 79 | <p>One to one and small group work proved to be effective – next academic year need to focus on the gaps.</p> <p>Focus on current Y6 for reading – improve rates of accelerated progress</p> |
| | Autumn | Spring | | | | | | | | | |
| PP | 85 | 92 | | | | | | | | | |
| Non PP | 77 | 79 | | | | | | | | | |

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| Writing – as this is a priority at KS1 and KS2 | See Action Plan | <p><u>Evidence</u></p> <p>PP children have been given opportunities within school within the RWI structure to practice spellings that they may not at home 100% of the teaching of writing was judged to be good or better 2019-2020</p> <p>KS1 moderation of writing showed application of phonics to writing especially with PP children.</p> <p>Specific focus on LA writers and adapting practice to appeal more to reluctant writers- observations and feedback from James Pope and GSP head teachers.</p> <p>Pupil Feedback more positive about writing once changes had been implemented. 21/32- 66% like writing now (Spring Term) 29/32-91% think they have improved this term 30/32-94% are more confident 30/32- 94%</p> <p>ARE Writing- Years 2-6 have closed the ARE gap between PP and Non PP children from Autumn-Spring 2020</p> <p>Years 2-6 have increased the amount of PP children achieving ARE or higher from the Autumn to Spring Term.</p> | <p>continue to close the gap between PP and non PP in both reading and writing</p> <p>RWI year 1- close the gap between PP and non-PP reaching ARE this year.</p> | |
| Disadvantaged pupils will have lots of opportunities for collaborative learning | Lessons will be carefully planned to contain opportunities for purposeful collaboration | <p>100% lesson observations showed opportunities for collaborative learning.</p> <p>There was not formal staff training on this but the Quest scrutiny presented lots of time for subject focus and curriculum design.</p> | Isolation challenge – how can we incorporate collaborative approaches and work? | |

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| Disadvantaged pupils will receive valuable feedback about their work | Marking Policy review | The marking policy was revisited with staff, adapted and changes made twice throughout the year. Work scrutiny was carried out – through Governor meetings too and marking a feedback was in line with policy and guidance | Focus on effective feedback in line with Covid restrictions | |
| SLT will become more knowledgeable about how metacognition and self – regulation can improve outcomes for disadvantaged children | Develop metacognition | A workshop was attended by KN and reading and research was carried out by SLT | Need to seek staff interest and test strategies on a trial class. | |
| Disadvantaged children will receive targeted in class support | LP support | English and Maths lesson observations show that LP's supported individuals and small groups as part of the English and Maths lessons. External visits validated the support which was taking place. | Continuing to develop this good practice. | |
| Early intervention | Improve links with feeder playgroup Leader assigned to Playgroup Playgroup invited to all training /staff meetings | Playgroup have been included in all aspects of school life this academic year and all school based decisions have included them. Links have been built successfully. | EEF research to be shared and developed with Playgroup and action plans to incorporate playgroup targets | |

| ii. Targeted support | | | | |
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| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will) | Cost |
| Disadvantaged pupils will make accelerated progress | Early Years Interventions Disadvantaged pupils in EYFS will receive one to one or small group tuition for Reading and Inter Rail targets. This will begin in the second half of the autumn term once the children have had chance to settle in to school life. | Meetings took place regularly throughout the year to review practice and provision: timetables were developed and Curriculum content was carefully agreed. Changes were made where needed – i.e smaller groupings, timings, going in to the classroom as opposed to working outside. The interventions worked on a rolling programme so that key learning from lessons was not missed. | Timetabling, time constraints, transition times | |

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| Disadvantaged pupils will make accelerated progress | <p>One to one and group work Y1 - 6</p> <p>Disadvantaged pupils from Y1 – 6 will receive one to one or small group tuition for Reading and Inter Rail targets</p> | As above | Timetabling, time constraints, transition times | |
| For disadvantaged children to be ready to access the Curriculum, socially and emotionally | <p>Pastoral support</p> <p>The Pastoral Team will support children behaviourally, socially and emotionally</p> <p>The Family Support worker will support children's families</p> | <p>Pastoral members were assigned to each phase.</p> <p>Mentoring, group work and pastoral support were administered where needed</p> <p>CPOM's being used effectively</p> | Use a check in system to highlight where support is needed. | |

| Attendance rates will improve for disadvantaged children | Attendance officer and Inclusion Lead | <table><tr><th></th><th>Pupils in group</th><th>Attendance</th><th>Authorised Absences</th><th>Unauthorised Absences</th><th>Late Before</th><th>Late After</th></tr><tr><td>Pupil Premium</td><td>148</td><td>91.44</td><td>7.06</td><td>1.49</td><td>1.55</td><td>0.17</td></tr><tr><td>Not Pupil Premium</td><td>515</td><td>93.14</td><td>6.26</td><td>0.59</td><td>0.40</td><td>0.03</td></tr></table> <p>For all 20 disadvantaged children for whom absence fell above 10% there is a clear guidance and understanding as to what has impacted on the absence. Support from further agencies has been sought and meetings and conversations have taken place regularly.</p> | | Pupils in group | Attendance | Authorised Absences | Unauthorised Absences | Late Before | Late After | Pupil Premium | 148 | 91.44 | 7.06 | 1.49 | 1.55 | 0.17 | Not Pupil Premium | 515 | 93.14 | 6.26 | 0.59 | 0.40 | 0.03 | | |
|--|---|---|---------------------|-----------------------|-------------|---------------------|-----------------------|-------------|------------|---------------|-----|-------|------|------|------|------|-------------------|-----|-------|------|------|------|------|--|--|
| | Pupils in group | Attendance | Authorised Absences | Unauthorised Absences | Late Before | Late After | | | | | | | | | | | | | | | | | | | |
| Pupil Premium | 148 | 91.44 | 7.06 | 1.49 | 1.55 | 0.17 | | | | | | | | | | | | | | | | | | | |
| Not Pupil Premium | 515 | 93.14 | 6.26 | 0.59 | 0.40 | 0.03 | | | | | | | | | | | | | | | | | | | |
| For disadvantaged children with SEND to make rapid progress through individual targets | SEND support F grade LP's within each phase will work specifically on My plan targets | F grade LP's within each phase worked specifically on My Plan targets Targets were tracked and updated regularly Regular meetings held | | | | | | | | | | | | | | | | | | | | | | | |

| iii. Other approaches | | | | |
|---|---|--|---|------|
| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| For disadvantaged children to have access to a wider range of experiences and spend more time in an educational environment | Children tracked to ensure all are taking opportunities | <p>A large range of clubs were held and disadvantaged children were encouraged to attend – extra spaces were created where required</p> <p>Middle leaders tracked the clubs which the disadvantaged children in their year group attended.</p> | <p>Not all children attended extra-curricular clubs prior to lockdown.</p> <p>Tracking helped to encourage those who hadn't attended.</p> <p>Explore how clubs and extra-curricular activities take place in light of Covid</p> | |
| Increased parental engagement in home learning tasks | Educate parents on the home learning tasks which are set and how they can best support their children at home | <p>Autumn term data was tracked and analysed – conversations were had to encourage the improvement of this.</p> <p>This year we have identified persistent non completers and passed these on to the teachers for monitoring and pushing.</p> | Workshops did not take place due to Covid – this still needs to happen when able, expectation PPT's contained information for parents to use. | |

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| Staff aspirations | Growth Mindset | <p>Ensure that staff are as aspirational as possible for the disadvantaged pupils in school using a growth mind-set approach – this has been promoted through all staff meetings, PPM</p> <p>Use growth mind-set materials regularly within the classroom and in daily practice – books were used and assemblies worked on this too.</p> | <p>Aspirational wall on display in the Year 5 and 6 area – based on past pupils achievements.</p> <p>ST to advertise for ex – pupils to come forwards for this – this action was not achieved this year. It has not been added to pursue at the moment due to Covid restrictions</p> | |
| Responsibility | Roles and responsibilities assigned | <p>Some areas of responsibility were agreed and children took part in parliament, eco tasks, reading to others, helping with charity money, supporting assemblies, being tech helpers, opal support, restorative practitioners.</p> | <p>To consider how this can be upheld despite Covid practicalities</p> | |

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|--|---------------------------|---|---------------------------------------|--|
| For disadvantaged children to be ready to access the Curriculum, behaviourally, socially and emotionally | To identify best practice | <p>Educational Psychologist sessions took place so that we could address the needs of individuals</p> <p>All targets fed back to relevant staff.</p> <p>My Plan targets addressed recommendations</p> | This will continue next academic year | |
|--|---------------------------|---|---------------------------------------|--|

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.