Pupil Premium Strategy Statement (An Daras Trust)

1. Summary information

School	Windmill Hill Academy				
Academic Year	2021-22	**Total PP budget**	£78,905 £71,075 (PP) £7,830 (recovery)	**Date of most recent PP Review**	Sept 2021
Total number of pupils	190	**Number of pupils eligible for PP**	53	**Date(s) for next internal review of this strategy**	July 2022

2. Current attainment

Based on end of year 2019 as no external data for 2020 and 2021	*Pupils eligible for PP (your school)*	*Pupils not eligible for PP (national average)*
% achieving ARE in reading, writing and maths	KS1 57% KS2 38%	KS1 85% KS2 71%
% achieving ARE in reading	KS1 85% KS2 63%	KS1 78% KS2 78%
% achieving ARE in writing	KS1 57% KS2 50%	KS1 73% KS2 83%
% achieving ARE in maths	KS1 85% KS2 50%	KS1 79% KS2 84%
% achieving GLD in EYFS **% passing the Y1 Phonics Screening check** **% passing the Y2 Phonics Screening check (Autumn 2020)**	GLD: 63% Phonics: 78% Phonics: 75%	Phonics: 64.8% (Cornwall)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	% of pp pupils attaining ARE in writing is lower in in the majority of year groups than non-pp pupils.
B.	% of pp pupils attaining ARE in maths is lower in the majority of year groups than non-pp pupils.
C.	% of pupils attaining GDS across core areas is lower than non-pp pupils.
External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	Social and emotional barriers

4. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	Raise attainment of pp pupils in writing.	% of pupils attaining ARE is in line with non-pp pupils.
B.	Raise attainment of pp pupils in maths.	% of pupils attaining ARE is in line with non-pp pupils.
C.	Improve progress of higher attaining ARE in order for pp pupils to achieve GDS.	% of pp pupils achieving GDS is raised.
D.	Pupils to be emotionally healthy in order to be in a position to learn.	% of pupils attaining ARE is in line with non-pp pupils. Positive feedback from TIS practitioner on emotional wellbeing. Positive pupil voice feedback.

5. Planned expenditure

Academic year	**2021-22**

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?
A. Raise attainment of pp pupils in writing.	Phonics sessions to begin straight away in Year F with a focus on pp pupils to ensure progress is made. Phonics/spellings sessions are carefully organised, delivered, tracked and monitored by English Lead. Babcock teaching sequences, supported by the Talk for Writing approach, fully established in all classes to support pp pupils to make accelerated progress in their writing. Use of high quality texts to model high quality writing for pp pupils. A focus on communication and language within all classes to support pp pupils.	In the majority of classes within KS1, the percentage of pupils eligible for pp achieving ARE in writing is less than pupils not eligible. In the majority of classes within KS2, the percentage of pupils eligible for pp achieving ARE in writing is less than pupils not eligible for pp. We want to ensure that pp pupils can achieve ARE and the vast majority make better than expected progress.	English Subject Lead and other experienced staff members to model quality first teaching and feedback strategies. Use staff meetings and INSET days to deliver CPD. CPD for English Lead and other staff members where appropriate, e.g. vocabulary. English Lead and Class Teachers to target classes with high pp pupils numbers or classes where pp attainment or progress is not in line with national averages for non-pp pupils. Improvement focus to be on effective feedback and use of metacognition strategies within the classroom. Visible Learning Impact Coaches to lead and support on this.	English Lead KS2 Lead VL Impact Coaches	Termly pupil progress meetings with SLT. Termly meeting with PPG Governor. Termly LGAB meeting. English Lead release time Visible Learning Impact Coaches release time Contribution to English CPD, e.g. vocabulary Contribution to the purchasing of high-quality texts

	English Lead to work closely with Class Teachers to target improvement of writing. Release time for English Subject Lead to analyse, identify gaps, moderate and support staff with closing the gaps. Release time for English Subject Lead to complete monitoring. Use of tracking systems to monitor and identify pp pupils for additional support/interventions, e.g. Phonics Play, Itrack. Targeted deployment of in-class TA support in spelling and writing sessions with a focus on pp pupils.		English Subject will monitor attainment and progress in phonics and writing. The % of pp pupils meeting ARE expectations will increase for writing in all year groups. Increased communication and language will have a positive impact on this.		
B. Raise attainment of pp pupils in maths.	Teaching to focus on fluency, including rapid recall of multiplication facts. Target pp pupils in Y3 and 4. Implementation of the KS1 Mastering Number programme to support pp pupils to make accelerated progress. Teaching to focus on mastery skills. Maths Lead to work closely with Class Teachers to target improvement of maths. Maths Lead to provide staff with CPD.	In the majority of classes within KS1, the percentage of pupils eligible for pp achieving ARE in maths is less than pupils not eligible. In the majority of classes within KS2, the percentage of pupils eligible for pp achieving ARE in maths is less than pupils not eligible for pp. We want to ensure that pp pupils can achieve ARE and the vast majority make better than expected progress.	Maths Subject Lead and other experienced staff members to model quality first teaching and feedback strategies. Use staff meetings and INSET days to deliver CPD. Maths Lead and Class Teachers to target classes with high pp pupils numbers or classes where pp attainment or progress is not in line with national averages for non-pp pupils. Improvement focus to be on effective feedback and use of metacognition strategies within the classroom. Visible Learning Impact Coaches to lead and support on this.	Maths Lead KS2 Lead VL Impact Coaches	Termly pupil progress meetings with SLT. Termly meeting with PPG Governor. Termly LGAB meeting. Maths Lead release time Visible Learning Impact Coaches release time Contribution to Maths CPD and additional resources

			Maths Subject Lead will monitor attainment and progress in Maths. The % of pp pupils meeting ARE expectations will increase for maths in all year groups.		
	Use of tracking systems to monitor and identify pp pupils for additional support/interventions, e.g. ITrack, TTRS. Targeted deployment of in-class TA support in maths with a focus on pp pupils. Release time for Maths Subject Lead to analyse, identify gaps, moderate and support staff with closing the gaps. Release time for Maths Subject Lead to complete monitoring.				
C. Improve progress of higher attaining ARE in order for pp pupils to achieve GDS.	Teaching to focus on higher order reading skills for higher attaining pp pupils. Further implementation of 'Accelerated Reader' across the school (Y2-Y6) to increase motivation for reading and improve rates of progress for higher attaining pp pupils. Phonics/spellings sessions are carefully organised, delivered, tracked and monitored by English Lead. Teaching to focus on fluency, including rapid recall of multiplication facts. Target higher attaining pp pupils in Y3 and 4.	At the end of KS1 and KS2, the percentage of pupils eligible for pp achieving GDS in Reading, Writing and Maths is less than pupils not eligible for pp. We want to ensure that higher attaining pp pupils can achieve GDS and make better than expected progress.	English and Maths Subject Leads and other experienced staff members to model quality first teaching and feedback strategies. Use staff meetings and INSET days to deliver CPD. English and Maths Lead and Class Teachers to target classes where higher attaining pp pupils are not making expected progress or classes where pp attainment or progress is not in line with national averages for non-pp higher attaining pupils. Improvement focus to be on effective feedback, mastery opportunities with variation and use of higher order questioning within the classroom. Use of metacognition strategies within the classroom. Visible Learning Impact Coaches to lead and support on this.	English Lead Maths Lead KS2 Lead	Termly pupil progress meetings with SLT. Termly meeting with PPG Governor. Termly LGAB meeting. Included in costings above.

	Teaching to focus on mastery skills with exploring variation.

English and Maths Leads to work closely with Class Teacher to target improvement for higher attaining pp pupils.

Release time for English and Maths Subject Leads to analyse, identify gaps, moderate and support staff with closing the gaps.

All teachers and support staff to receive CPD.

Targeted deployment of in-class TA support with a focus on higher attaining pp pupils. | | English and Maths Subject Lead will monitor attainment and progress. The % of pp pupils achieving GDS will increase for reading, writing and maths in all year groups. | | |
| D. Restored mental wealth in our pupils by ensuring all pupils have a positive well-being and, as a result, the vast majority of pupils will meet/exceed national achievement benchmarks at the end of the academic year. | Address the possible damage of loss and trauma through the 5 levers for personal recovery (due to Covid-19).

Using the Cornwall scheme to support the teaching of PSHE and Relationships Education.

Regular staff check ins for key vulnerable pp pupils.

TIS strategies used in class and in line with the behaviour policy.

Development of Mental Health Leads to support pp pupils. | Restored mental wealth in our pupils by ensuring all pupils have a positive well-being and, as a result, the vast majority of pupils will meet/exceed national achievement benchmarks at the end of the academic year. | Addressed the possible damage of loss and trauma through the 5 levers for personal recovery.

Used the Cornwall scheme to support the teaching of PSHE and Relationships Education.

Ensured a pro-active approach in terms of TIS strategies used in class.

CPD to staff from TIS Practitioners and SENCo.

CPD/support to staff from Mental Health Leads.

EWO to visit school termly and meet with Secretary and/or HoS and identify and action appropriate approach for tackling low attending pp pupils (which may be linked to their well-being). | HoS

SENCO

DSL and DDSLs

TIS Practitioners

Mental Health Leads | Termly pupil progress meetings with SLT. Termly meeting with PPG Governor. Termly LGAB meeting.

Attendance of key groups will be tracked weekly and half termly.

Termly EWO monitoring.

LGAB review termly – HoS report.

TIS Practitioners to deliver CPD to staff

Mental Health Leads to deliver CPD/support to staff

Attendance badges |

			PP pupils % attendance levels are in line with national expectations.			
			Increase parental engagement strategies in line with Covid-19 restrictions.			
			Record any incidents/logs linked to well-being on MyConcern.			
				Total budgeted cost	**£5685**	
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?**	

| A. Raise attainment of pp pupils in writing. | Morning TA in all classes.

Daily 1:1/small group support.

Teacher support for targeted pp pupils.

Release time for some Class Teachers (priority pp pupils) to deliver interventions.

TA interventions for identified pp pupils.

Tutoring for identified pp pupils.

A focus on communication and language within all classes to support pp pupils with the use of the NELI Programme to support pp pupils in Years F and 1.

Resources to support effective writing interventions.

Aspirational activities linked to the capabilities curriculum that will be in context and inspire curiosity. | Providing extra support in class will enable the class teacher or teaching assistant to work closely with pp pupils addressing gaps in learning through quality feedback.

Use of tutoring for identified pp pupils.

Some pp pupils need targeted support in order to achieve age related expectations by the end of the year.

We want to ensure that pp pupils can achieve ARE and make better than expected progress.

The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular learning needs or behavioural issues can be effective, especially for older pupils.

Small group interventions have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie. | Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.

Carry out baseline assessments to identify gaps/monitor progress through regular re-assessment.

Pupil progress meetings to review prior attainment, strengths and next steps needed to support pp pupils.

Carefully monitored interventions/tutoring and impact.

1:1/small group support specifically targeted to identify pp pupils underperforming.

Increased communication and language will have a positive impact on pupils attaining age related expectations. | Head of School

KS2 Lead

English Lead

SENCO

Class Teachers | Termly pupil progress meetings with SLT.
Termly meeting with PPG Governor.
Termly LGAB meeting.

Release time

Support staff

Tutoring (use additional recovery funding) |

| B. Raise attainment of pp pupils in maths. | Morning TA in all classes.

Daily 1:1/small group support.

Teacher support for targeted pp pupils.

Release time for some Class Teachers (priority pp pupils) to deliver interventions.

Use of strategies from the KS1 Mastering Number programme to support pp pupils to make accelerated progress.

TA interventions for identified pp pupils.

Resources to support effective maths interventions.

Aspirational activities linked to the capabilities curriculum that will be in context and inspire | Providing extra support in class will enable the class teacher or teaching assistant to work closely with pp pupils addressing gaps in learning through quality feedback.

Some pp pupils need targeted support to enable them to achieve age related expectations by the end of the year.

We want to ensure that pp pupils can achieve ARE and make better than expected progress.

The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular learning needs or behavioural issues can be effective, especially for older pupils. | Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.

Carry out baseline assessments to identify gaps/monitor progress through regular re-assessment.

Pupil progress meetings to review prior attainment, strengths and next steps needed to support pp pupils.

Carefully monitored interventions and impact.

1:1/small group support specifically targeted to identify pp pupils underperforming. | Head of School

KS2 Lead

Maths Lead

SENCO

Class Teachers | Termly pupil progress meetings with SLT.
Termly meeting with PPG Governor.
Termly LGAB meeting.

Costings above. |

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?
C. Improve progress of higher attaining ARE in order for pp pupils to achieve GDS.	Morning TA in all classes.

Daily 1:1/small group support.

Teacher support for targeted GDS pp pupils.

Release time for some Class Teachers (priority GDS pp pupils) to deliver interventions.

TA interventions for identified GDS pp pupils.

Resources to support effective maths interventions.

Aspirational activities linked to the capabilities curriculum that will be in context and inspire curiosity. | Providing extra support to address gaps in learning and challenge high attaining pupils further.

Some pp pupils need targeted support to achieve GDS by the end of the academic year.

We want to ensure that pp pupils can achieve GDS and make better than expected progress.

The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular learning needs or behavioural issues can be effective, especially for older pupils.

Small group interventions have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie. | Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.

Carry out baseline assessments to identify gaps/monitor progress through regular re-assessment.

Pupil progress meetings to review prior attainment, strengths and next steps needed to support pp pupils.

Carefully monitored interventions and impact.

1:1/small group support specifically targeted to identify pp pupils underperforming. | Head of School

KS2 Lead

English/Maths Lead

SENCO

Class Teachers | Termly pupil progress meetings with SLT. Termly meeting with PPG Governor. Termly LGAB meeting.

Costings included in above. |
| **Total budgeted cost** | | | | | **£69814** |

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?
D. Restored mental wealth in our pupils by ensuring all pupils have a positive well-being and, as a result, the vast majority of pupils will meet/exceed national achievement benchmarks at the end of the academic year.	Address the possible damage of loss and trauma through the 5 levers for personal recovery (due to Covid-19).

Short or longer term TIS sessions to support recovery delivered by a TIS Practitioner. | Due to Covid-19, all pupils have experienced some form of loss in relation to the 5 levers.

For some pupils, this is more severe than others and some have experienced trauma.

Priority pupils identified by staff. | Short or longer term TIS sessions to support recovery delivered by a TIS Practitioner on a regular basis.

Development of Mental Health Leads to support pp pupils/supporting staff working with pp pupils.

Use of support materials/resources. | Head of School

Designated Safeguarding Lead/Deputy Designated Safeguarding Leads

TIS Practitioners | Termly pupil progress meetings with SLT.

TIS

Resources

Contribution towards breakfast club for pp pupils

Contribution to London Trip for Y6 pp pupils |

	Use of support materials, e.g. Tina Rae's Bereavement Box. Parental support. Ensure all existing children receive external specialist support. Assess the needs of those vulnerable pupils who may need further formal support. Regular staff check ins for key vulnerable children. Development of Mental Health Leads to support pp pupils. Use of NHS Educational Mental Health Practitioner to support identified pp pupils – through the referral process. Access to wider curriculum enrichments to support wellbeing.		Monitoring of pupils identified for well-being and Motional. Monitor the impact of the EMHP. Ensure all pp pupils are encouraged to join extra-curricular clubs, wraparound care and take part in enrichments, e.g. including residential visits.	Mental Health Leads Educational Mental Health Practitioner	Contribution to Carnyorth Trip for Y5 pp pupils
			Total budgeted cost		**£3406**

6. Review of expenditure				
Previous Academic Year		**2020-21**		
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**

A. Raise attainment of pp pupils in reading and writing.	Teaching to focus on fluency and age-appropriate reading skills. English Lead to work closely with Teachers and TAs to make sure pp pupils have regular access to decodable phonics books (EYFS/KS1), to the library and are regularly changing their books in line with the new AR system. Phonics sessions to begin straight away in Year F with a focus on pp pupils to ensure progress is made. Phonics/spellings sessions are carefully organised, delivered, tracked and monitored by English Lead. Further develop the whole class guided reading approach that was implemented last year. English Lead to work closely with Class Teachers to target improvement of reading and writing. Release time for English Subject Lead to analyse, identify gaps, moderate and support staff with closing the gaps. Use of tracking systems to monitor and identify pp pupils for additional support/interventions, e.g. Accelerated Reading, Phonics Play, Itrack. Targeted deployment of in-class TA support in reading, spelling and writing sessions with a focus on pp pupils.	*No external data was required to be submitted in July 2021 due to Covid-19.* Data taken from ITrack in July 2021 demonstrates following % of children in receipt of PP: Reading (ARE) Year F: PPG - 33% Non-PPG – 67% Year 1: PPG - 54% Non-PPG - 60% Year 2: PPG - 71% Non-PPG – 73% Year 3: PPG - 88% Non-PPG – 86% Year 4: PPG - 70% Non-PPG – 80% Year 5: PPG - 88% Non-PPG – 64% Year 6: PPG – 66% Non-PPG – 87% Overall: PPG - 67% Non-PPG - 74% *PP pupils achieving age related expectations in reading is broadly in line with non-pp pupils with some cohorts performing better.* Reading (Progress) Year F: PPG - 83% Non-PPG – 100% Year 1: PPG - 78% Non-PPG - 69% Year 2: PPG - 100% Non-PPG – 100% Year 3: PPG - 100% Non-PPG – 94% Year 4: PPG - 100% Non-PPG – 100% Year 5: PPG - 100% Non-PPG – 100% Year 6: PPG – 100% Non-PPG – 96% Overall: PPG - 94% Non-PPG - 94% *The vast majority of pp pupils have made expected or better progress in reading and this is in line with non-pp pupils.* Writing (ARE) Year F: PPG - 33% Non-PPG – 66% Year 1: PPG - 38% Non-PPG - 53% Year 2: PPG - 57% Non-PPG – 54% Year 3: PPG - 26% Non-PPG – 76% Year 4: PPG - 20% Non-PPG – 75% Year 5: PPG - 55% Non-PPG - 50% Year 6: PPG – 66% Non-PPG – 70% Overall: PPG - 42% Non-PPG - 63% *PP pupils achieving age related expectations in writing is lower than non-pp pupils with some cohorts performing above/in line.* Writing (Progress) Year F: PPG - 83% Non-PPG – 100% Year 1: PPG - 56% Non-PPG - 67% Year 2: PPG - 100% Non-PPG – 95% Year 3: PPG - 100% Non-PPG – 100% Year 4: PPG - 100% Non-PPG – 94% Year 5: PPG - 87% Non-PPG – 94% Year 6: PPG – 100% Non-PPG – 96% Overall: PPG - 89% Non-PPG - 92% *The majority of pp pupils have made expected or better progress in writing and this is broadly in line with non-pp pupils.* A clear recovery schedule was in place for 2020/21 with the impact clearly measured. A clear remote (blended) learning policy in place due to the restrictions/interruptions of Covid-19 and this was monitored by SLT and Curriculum Leaders. Up to 24% of vulnerable pupils attended school during school closures. Report from AIO's report (6th October 2020) stated: '*Leaders have set out a clear plan of action to address gaps in pupils' knowledge and skills, as a result of school closure. They are making good use of a range of assessments to identify the precise support that pupils need going forward.'* Report from Deep Dive into Reading (5th May 2021): '*Leaders are taking appropriate action to ensure that the teaching of phonics and reading is prioritised and forms part of the Recovery Curriculum schedule and plan.'*	Although the vast majority of pupils have made expected progress or better, attainment in writing remains a priority for 2021-22. This area is the most impacted by Covid-19 and the resulting school closures. English Lead and Class Teachers to continue target classes with high pp pupils numbers or classes where pp attainment or progress is not in line with national averages for non-pp pupils. Additional interventions and tutoring to put in place to accelerate progress in writing for pp pupils not on track to achieve ARE. English Subject Leader will continue to monitor attainment and progress in phonics and writing. The % of pp pupils meeting ARE expectations will increase for writing in all year groups.	£3972

| B. Raise attainment of pp pupils in maths. | Teaching to focus on fluency, including rapid recall of multiplication facts. Target pp pupils in Y3 and 4.

Teaching to focus on mastery skills.

Maths Lead to work closely with Class Teachers to target improvement of maths.

Maths Lead to provide staff with CPD.

Use of tracking systems to monitor and identify pp pupils for additional support/interventions, e.g. ITrack, TTRS.

Targeted deployment of in-class TA support in maths with a focus on pp pupils.

Release time for Maths Subject Lead to analyse, identify gaps, moderate and support staff with closing the gaps. | *No external data was required to be submitted in July 2021 due to Covid-19.*

Data taken from ITrack in July 2021 demonstrates following % of children in receipt of PP:
Maths (ARE)
Year F: PPG - 33%   Non-PPG – 66%
Year 1: PPG - 54%   Non-PPG - 67%
Year 2: PPG - 71%   Non-PPG – 68%
Year 3: PPG - 50%   Non-PPG – 67%
Year 4: PPG - 80%   Non-PPG – 79%
Year 5: PPG - 67%   Non-PPG – 64%
Year 6: PPG – 67%   Non-PPG – 83%
Overall: PPG - 60%   Non-PPG - 71%
PP pupils achieving age related expectations in writing is broadly in line with non-pp pupils with some cohorts performing better.

Maths (Progress)
Year F: PPG - 100%   Non-PPG – 100%
Year 1: PPG - 78%   Non-PPG - 83%
Year 2: PPG - 100%   Non-PPG – 90%
Year 3: PPG - 100%   Non-PPG – 100%
Year 4: PPG - 100%   Non-PPG – 100%
Year 5: PPG - 87%   Non-PPG – 83%
Year 6: PPG – 100%   Non-PPG – 86%
Overall: PPG - 95%   Non-PPG - 92%
The vast majority of pp pupils have made expected or better progress in maths and this is in line with non-pp pupils.

A clear recovery schedule was in place for 2020/21 with the impact clearly measured. A clear remote (blended) learning policy in place due to the restrictions/interruptions of Covid-19 and this was monitored by SLT and Curriculum Leaders. Up to 24% of vulnerable pupils attended school during school closures.

Report from AIO's report (6th October 2020) stated:
'*Leaders have set out a clear plan of action to address gaps in pupils' knowledge and skills, as a result of school closure. They are making good use of a range of assessments to identify the precise support that pupils need going forward.*' | Although the vast majority of pupils have made expected progress or better, attainment in maths remains a priority for pp pupils in 2021-22. This area is the most impacted by Covid-19 and the resulting school closures.

Maths Lead and Class Teachers to continue target classes with high pp pupils numbers or classes where pp attainment or progress is not in line with national averages for non-pp pupils.

Additional interventions and tutoring to put in place to accelerate progress in maths for pp pupils not on track to achieve ARE.

Maths Subject Lead will continue to monitor attainment and progress in maths. The % of pp pupils meeting ARE expectations will increase for maths in all year groups. | £2817 |

C. Improve progress of higher attaining ARE in order for pp pupils to achieve GDS.	Teaching to focus on higher order reading skills for higher attaining pp pupils. Further implementation of 'Accelerated Reader' across the school (Y2-Y6) to increase motivation for reading and improve rates of progress for higher attaining pp pupils. Phonics/spellings sessions are carefully organised, delivered, tracked and monitored by English Lead. Teaching to focus on fluency, including rapid recall of multiplication facts. Target higher attaining pp pupils in Y3 and 4. Teaching to focus on mastery skills with exploring variation. English and Maths Leads to work closely with Class Teacher to target improvement for higher attaining pp pupils. Release time for English and Maths Subject Leads to analyse, identify gaps, moderate and support staff with closing the gaps.	*No external data was required to be submitted in July 2021 due to Covid-19.* Data taken from ITrack in July 2021 demonstrates following % of children in receipt of PP: Reading (GDS) Year 1: PPG - 0% Non-PPG - 0% Year 2: PPG - 14% Non-PPG – 18% Year 3: PPG - 13% Non-PPG – 43% Year 4: PPG - 10% Non-PPG – 30% Year 5: PPG - 44% Non-PPG – 32% Year 6: PPG – 33% Non-PPG – 17% Overall: PPG - 16% Non-PPG - 22% *PP pupils achieving GDS in reading is broadly in line with non-pp pupils.* Writing (GDS) Year 1: PPG - 0% Non-PPG - 0% Year 2: PPG - 14% Non-PPG – 9% Year 3: PPG - 13% Non-PPG – 24% Year 4: PPG - 0% Non-PPG – 10% Year 5: PPG - 22% Non-PPG – 9% Year 6: PPG – 33% Non-PPG – 9% Overall: PPG - 12% Non-PPG - 10% *PP pupils achieving GDS in writing is broadly in line with non-pp pupils.* Maths (GDS) Year 1: PPG - 0% Non-PPG - 0% Year 2: PPG - 0% Non-PPG – 9% Year 3: PPG - 0% Non-PPG – 38% Year 4: PPG - 20% Non-PPG – 26% Year 5: PPG - 11% Non-PPG – 23% Year 6: PPG – 0% Non-PPG – 9% Overall: PPG - 4% Non-PPG - 16% *PP pupils achieving GDS in maths is lower than non-pp pupils.* A clear recovery schedule was in place for 2020/21 with the impact clearly measured. A clear remote (blended) learning policy in place due to the restrictions/interruptions of Covid-19 and this was monitored by SLT and Curriculum Leaders. Up to 24% of vulnerable pupils attended school during school closures. Report from AIO's report (6th October 2020) stated: '*Leaders have set out a clear plan of action to address gaps in pupils' knowledge and skills, as a result of school closure. They are making good use of a range of assessments to identify the precise support that pupils need going forward.*'	Although the vast majority of pupils have made expected progress or better, pp pupils achieving GDS remains a priority for 2021-22. This area is the most impacted by Covid-19 and the resulting school closures. Subject Leaders and Class Teachers to continue target classes with high pp pupils numbers or classes where pp GDS attainment or progress is not in line with national averages for non-pp pupils. Additional interventions and tutoring to put in place to accelerate progress for pp pupils not on track to achieve GDS. Leaders will continue to monitor attainment and progress. The % of pp pupils meeting GDS expectations will increase in all year groups.	Included above.

				£400
D. Restored mental wealth in our pupils by ensuring all pupils have a positive well-being and, as a result, the vast majority of pupils will meet/exceed national achievement benchmarks at the end of the academic year.	Follow the carefully planned WHA Recovery Curriculum plan and suggested resources. Address the possible damage of loss and trauma through the 5 levers for personal recovery. Using the additional PSHE units purchase to support the recovery of well-being. Using the Cornwall scheme to support the teaching of Relationships Education. Use of well-being priority pupil sheet to carefully monitor and track pp pupils. Regular staff check ins for key vulnerable pp pupils, especially those who had them prior to lockdown. TIS strategies used in class and in line with the behaviour policy.	A clear recovery schedule was in place for 2020/21 with the impact clearly measured. A clear remote (blended) learning policy in place due to the restrictions/interruptions of Covid-19 and this was monitored by SLT and Curriculum Leaders. Up to 24% of vulnerable pupils attended school during school closures. 2020/21 attendance for pp pupils was 94.2% which, although is lower non-pp at 97%, this is much improved from 2019/20 which was 93.9%. Report from AIO's report (29th September 2020) stated: *The school follows the Brook learning scheme for PHSE / SRE. Detailed plans are provided for each lesson. Additional PHSE units (Dimensions) have been purchased to aid with the recovery curriculum as well as the use of the 'Words and Your Heart' planning and resources. Implementation is underway.*	Following new and updated PSHE knowledge and skills organisers. Use of Education Mental Health Lead in school. Development of Mental Health Leads in school to support in this area. Referral system in place for pupils regarding additional TIS sessions. Regular communication with parents regarding Covid-19 and attendance guidelines. Continue rigorous systems for attendance and EWO involvement where attendance falls below 90%. Increase of wider curriculum enrichments, trips and experiences.	

i.	Targeted support			
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**
A. Raise attainment of pp pupils in reading and writing.	Morning TA in all classes. Daily 1:1/small group support. Teacher support for targeted pp pupils. Release time for some Class Teachers (priority pp pupils) to deliver interventions. Afternoon TA interventions for identified pp pupils. Resources to support effective writing interventions. Aspirational activities linked to the capabilities curriculum that will be in context and inspire curiosity.	*No external data was required to be submitted in July 2021 due to Covid-19.* Data taken from ITrack in July 2021 demonstrates following % of children in receipt of PP: Reading (ARE) Year F: PPG - 33% Non-PPG – 67% Year 1: PPG - 54% Non-PPG - 60% Year 2: PPG - 71% Non-PPG – 73% Year 3: PPG - 88% Non-PPG – 86% Year 4: PPG - 70% Non-PPG – 80% Year 5: PPG - 88% Non-PPG – 64% Year 6: PPG – 66% Non-PPG – 87% Overall: PPG - 67% Non-PPG - 74% *PP pupils achieving age related expectations in reading is broadly in line with non-pp pupils with some cohorts performing better.* Reading (Progress) Year F: PPG - 83% Non-PPG – 100% Year 1: PPG - 78% Non-PPG - 69% Year 2: PPG - 100% Non-PPG – 100% Year 3: PPG - 100% Non-PPG – 94% Year 4: PPG - 100% Non-PPG – 100% Year 5: PPG - 100% Non-PPG – 100% Year 6: PPG – 100% Non-PPG – 96% Overall: PPG - 94% Non-PPG - 94% *The vast majority of pp pupils have made expected or better progress in reading and this is in line with non-pp pupils.* Writing (ARE) Year F: PPG - 33% Non-PPG – 66% Year 1: PPG - 38% Non-PPG - 53% Year 2: PPG - 57% Non-PPG – 54% Year 3: PPG - 26% Non-PPG – 76% Year 4: PPG - 20% Non-PPG – 75% Year 5: PPG - 55% Non-PPG – 50% Year 6: PPG – 66% Non-PPG – 70% Overall: PPG - 42% Non-PPG - 63% *PP pupils achieving age related expectations in writing is lower than non-pp pupils with some cohorts performing above/in line.* Writing (Progress) Year F: PPG - 83% Non-PPG – 100% Year 1: PPG - 56% Non-PPG - 67% Year 2: PPG - 100% Non-PPG – 95% Year 3: PPG - 100% Non-PPG – 100% Year 4: PPG - 100% Non-PPG – 94% Year 5: PPG - 87% Non-PPG – 94% Year 6: PPG – 100% Non-PPG – 96% Overall: PPG - 89% Non-PPG - 92% *The majority of pp pupils have made expected or better progress in writing and this is broadly in line with non-pp pupils.* A clear recovery schedule was in place for 2020/21 with the impact clearly measured. A clear remote (blended) learning policy in place due to the restrictions/interruptions of Covid-19 and this was monitored by SLT and Curriculum Leaders. Up to 24% of vulnerable pupils attended school during school closures. Report from AIO's report (6th October 2020) stated: '*Leaders have set out a clear plan of action to address gaps in pupils' knowledge and skills, as a result of school closure. They are making good use of a range of assessments to identify the precise support that pupils need going forward.*'	Although the vast majority of pupils have made expected progress or better, attainment in writing remains a priority for 2021-22. This area is the most impacted by Covid-19 and the resulting school closures. English Lead and Class Teachers to continue target classes with high pp pupils numbers or classes where pp attainment or progress is not in line with national averages for non-pp pupils. Additional interventions and tutoring to put in place to accelerate progress in writing for pp pupils not on track to achieve ARE. English Subject Leader will continue to monitor attainment and progress in phonics and writing. The % of pp pupils meeting ARE expectations will increase for writing in all year groups.	£37791

		Report from Deep Dive into Reading (5th May 2021): *'Leaders are taking appropriate action to ensure that the teaching of phonics and reading is prioritised and forms part of the Recovery Curriculum schedule and plan.'*		
B. Raise attainment of pp pupils in maths.	Morning TA in all classes. Daily 1:1/small group support. Teacher support for targeted pp pupils. Release time for some Class Teachers (priority pp pupils) to deliver interventions. Afternoon TA interventions for identified pp pupils. Resources to support effective maths interventions. Aspirational activities linked to the capabilities curriculum that will be in context and inspire curiosity. Additional IPads to support the teaching of maths.	*No external data was required to be submitted in July 2021 due to Covid-19.* Data taken from ITrack in July 2021 demonstrates following % of children in receipt of PP: Maths (ARE) Year F: PPG - 33% Non-PPG – 66% Year 1: PPG - 54% Non-PPG - 67% Year 2: PPG - 71% Non-PPG – 68% Year 3: PPG - 50% Non-PPG – 67% Year 4: PPG - 80% Non-PPG – 79% Year 5: PPG - 67% Non-PPG – 64% Year 6: PPG – 67% Non-PPG – 83% Overall: PPG - 60% Non-PPG - 71% *PP pupils achieving age related expectations in writing is broadly in line with non-pp pupils with some cohorts performing better.* Maths (Progress) Year F: PPG - 100% Non-PPG – 100% Year 1: PPG - 78% Non-PPG - 83% Year 2: PPG - 100% Non-PPG – 90% Year 3: PPG - 100% Non-PPG – 100% Year 4: PPG - 100% Non-PPG – 100% Year 5: PPG - 87% Non-PPG – 83% Year 6: PPG – 100% Non-PPG – 86% Overall: PPG - 95% Non-PPG - 92% *The vast majority of pp pupils have made expected or better progress in maths and this is in line with non-pp pupils.* A clear recovery schedule was in place for 2020/21 with the impact clearly measured. A clear remote (blended) learning policy in place due to the restrictions/interruptions of Covid-19 and this was monitored by SLT and Curriculum Leaders. Up to 24% of vulnerable pupils attended school during school closures. Report from AIO's report (6th October 2020) stated: '*Leaders have set out a clear plan of action to address gaps in pupils' knowledge and skills, as a result of school closure. They are making good use of a range of assessments to identify the precise support that pupils need going forward.'*	Although the vast majority of pupils have made expected progress or better, attainment in maths remains a priority for pp pupils in 2021-22. This area is the most impacted by Covid-19 and the resulting school closures. Maths Lead and Class Teachers to continue target classes with high pp pupils numbers or classes where pp attainment or progress is not in line with national averages for non-pp pupils. Additional interventions and tutoring to put in place to accelerate progress in maths for pp pupils not on track to achieve ARE. Maths Subject Lead will continue to monitor attainment and progress in maths. The % of pp pupils meeting ARE expectations will increase for maths in all year groups.	£2750
C. Improve progress of higher attaining ARE in	Morning TA in all classes.	*No external data was required to be submitted in July 2021 due to Covid-19.*	Although the vast majority of pupils have made expected progress or better, pp pupils achieving GDS remains a	Costings above.

| order for pp pupils to achieve GDS. | Daily 1:1/small group support.

Teacher support for targeted GDS pp pupils.

Release time for some Class Teachers (priority GDS pp pupils) to deliver interventions.

Afternoon TA interventions for identified GDS pp pupils.

Resources to support effective maths interventions.

Aspirational activities linked to the capabilities curriculum that will be in context and inspire curiosity. | Data taken from ITrack in July 2021 demonstrates following % of children in receipt of PP:
Reading (GDS)
Year 1: PPG - 0%   Non-PPG - 0%
Year 2: PPG - 14%   Non-PPG – 18%
Year 3: PPG - 13%   Non-PPG – 43%
Year 4: PPG - 10%   Non-PPG – 30%
Year 5: PPG - 44%   Non-PPG – 32%
Year 6: PPG – 33%   Non-PPG – 17%
Overall: PPG - 16%   Non-PPG - 22%
PP pupils achieving GDS in reading is broadly in line with non-pp pupils.

Writing (GDS)
Year 1: PPG - 0%   Non-PPG - 0%
Year 2: PPG - 14%   Non-PPG – 9%
Year 3: PPG - 13%   Non-PPG – 24%
Year 4: PPG - 0%   Non-PPG – 10%
Year 5: PPG - 22%   Non-PPG – 9%
Year 6: PPG – 33%   Non-PPG – 9%
Overall: PPG - 12%   Non-PPG - 10%
PP pupils achieving GDS in writing is broadly in line with non-pp pupils.

Maths (GDS)
Year 1: PPG - 0%   Non-PPG - 0%
Year 2: PPG - 0%   Non-PPG – 9%
Year 3: PPG - 0%   Non-PPG – 38%
Year 4: PPG - 20%   Non-PPG – 26%
Year 5: PPG - 11%   Non-PPG – 23%
Year 6: PPG – 0%   Non-PPG – 9%
Overall: PPG - 4%   Non-PPG - 16%
PP pupils achieving GDS in maths is lower than non-pp pupils.

A clear recovery schedule was in place for 2020/21 with the impact clearly measured. A clear remote (blended) learning policy in place due to the restrictions/interruptions of Covid-19 and this was monitored by SLT and Curriculum Leaders. Up to 24% of vulnerable pupils attended school during school closures.

Report from AIO's report (6th October 2020) stated:
'Leaders have set out a clear plan of action to address gaps in pupils' knowledge and skills, as a result of school closure. They are making good use of a range of assessments to identify the precise support that pupils need going forward.' | priority for 2021-22. This area is the most impacted by Covid-19 and the resulting school closures.

Subject Leaders and Class Teachers to continue target classes with high pp pupils numbers or classes where pp GDS attainment or progress is not in line with national averages for non-pp pupils.

Additional interventions and tutoring to put in place to accelerate progress for pp pupils not on track to achieve GDS.

Leaders will continue to monitor attainment and progress. The % of pp pupils meeting GDS expectations will increase in all year groups. | |
| **ii. 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
D. Restored mental wealth in our pupils by ensuring all pupils have a positive well-being and, as a result, the vast majority of pupils will meet/exceed national achievement benchmarks at the end of the academic year.	Address the possible damage of loss and trauma through the 5 levers for personal recovery. Short or longer term TIS sessions to support recovery delivered by a TIS Practitioner. Use of support materials, e.g. Tina Rae's Bereavement Box. Parental support. Ensure all existing children receive external specialist support. Assess the needs of those vulnerable pupils at risk through lockdown and who may need further formal support.	A clear recovery schedule was in place for 2020/21 with the impact clearly measured. A clear remote (blended) learning policy in place due to the restrictions/interruptions of Covid-19 and this was monitored by SLT and Curriculum Leaders. Up to 24% of vulnerable pupils attended school during school closures. 2020/21 attendance for pp pupils was 94.2% which, although is lower non-pp at 97%, this is much improved from 2019/20 which was 93.9%. Report from AIO's report (29th September 2020) stated: *The school follows the Brook learning scheme for PHSE / SRE. Detailed plans are provided for each lesson. Additional PHSE units (Dimensions) have been purchased to aid with the recovery curriculum as well as the use of the 'Words and Your Heart' planning and resources. Implementation is underway.*	Following new and updated PSHE knowledge and skills organisers. Use of Education Mental Health Lead in school. Development of Mental Health Leads in school to support in this area. Referral system in place for pupils regarding additional TIS sessions. Regular communication with parents regarding Covid-19 and attendance guidelines. Continue rigorous systems for attendance and EWO involvement where attendance falls below 90%.	£3750

7. Additional detail

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

- Actions 2021/22 need to continue to focus on improving pp attainment and continue accelerated progress particularly in writing and maths due to the effects of Covid-19 and school closures.
- New Academy Improvement clearly identifies pp pupils within priorities.
- Development of Visible Learning strategies, with a particular focus on metacognition strategies, to enable pp pupils to become assessment capable learners.
- Tutoring to target classes with a high % of pp pupils or pp pupils not achieving ARE/progress.