

# Pupil Premium Strategy Statement (An Daras Trust)



1. Summary information					
<b>School</b>	Windmill Hill Academy				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£51,480	<b>Date of most recent PP Review</b>	Sept 2020
<b>Total number of pupils</b>	201	<b>Number of pupils eligible for PP</b>	47	<b>Date(s) for next internal review of this strategy</b>	Dec 2020 April 2021 July 2021

2. Current attainment		
Based on end of year 2019 as no external data for 2020	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% 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	GLD: 75% Phonics: 80%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	% of pp pupils attaining ARE in reading and writing is lower 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 <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Social and emotional barriers	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Raise attainment of pp pupils in reading and 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.

<b>C.</b>	Improve progress of higher attaining ARE in order for pp pupils to achieve GDS.	% of pp pupils achieving GDS is raised.
<b>D.</b>	Pupils to be emotionally healthy in order to be in a position to learn.	Positive feedback from TIS practitioner on emotional wellbeing.

## 5. Planned expenditure

**Academic year**      **2020-21**

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 reading and writing.	<p>Teaching to focus on fluency and age-appropriate reading skills.</p> <p>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.</p> <p>Phonics sessions to begin straight away in Year F with a focus on pp pupils to ensure progress is made.</p> <p>Phonics/spellings sessions are carefully organised, delivered, tracked and monitored by English Lead.</p> <p>Further develop the whole class guided reading approach that was implemented last year.</p> <p>English Lead to work closely with Class Teachers to target</p>	<p>At the end of KS1, the percentage of pupils eligible for pp achieving ARE in writing is less than pupils not eligible. We have identified spelling as being a barrier to pupils achieving ARE in writing.</p> <p>At the end of KS2, the percentage of pupils eligible for pp achieving ARE in Reading and Writing is less than pupils not eligible for pp.</p> <p>We want to ensure that pp pupils can achieve ARE and make better than expected progress.</p>	<p>English Subject Lead and other experienced staff members to model quality first teaching and feedback strategies.</p> <p>Use staff meetings and INSET days to deliver CPD, e.g. use of Accelerated Reader.</p> <p>CPD for English Lead and other staff members.</p> <p>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.</p> <p>Improvement focus to be on effective feedback and use of questioning within the classroom.</p> <p>English Subject will monitor attainment and progress in phonics, reading and writing. The % of pp pupils meeting ARE expectations will increase for reading and writing in all year groups.</p>	<p>English Lead</p> <p>KS2 Lead</p>	<p>Half termly and during termly pupil progress meetings with SLT.</p> <p>Termly meeting with PPG Governor.</p> <p>Termly LGAB meeting.</p> <p>English Lead release time: £966</p> <p>Contribution towards Accelerated Reader: £500</p> <p>Contribution to additional decodable phonics books: £500</p> <p>Contribution to Gold Level Library service (additional AR books): £1006</p> <p>Contribution to whole class guided reading books: £1000</p> <p>= £3972</p>

	<p>improvement of reading and writing.</p> <p>Release time for English Subject Lead to analyse, identify gaps, moderate and support staff with closing the gaps.</p> <p>Use of tracking systems to monitor and identify pp pupils for additional support/interventions, e.g. Accelerated Reading, Phonics Play, Itrack.</p> <p>Targeted deployment of in-class TA support in reading, spelling and writing sessions with a focus on pp pupils.</p>				
B. Raise attainment of pp pupils in maths.	<p>Teaching to focus on fluency, including rapid recall of multiplication facts. Target pp pupils in Y3 and 4.</p> <p>Teaching to focus on mastery skills.</p> <p>Maths Lead to work closely with Class Teachers to target improvement of maths.</p> <p>Maths Lead to provide staff with CPD.</p> <p>Use of tracking systems to monitor and identify pp pupils for additional support/interventions, e.g. ITrack, TTRS.</p> <p>Targeted deployment of in-class TA support in maths with a focus on pp pupils.</p>	<p>At the end of KS2, the percentage of pupils eligible for pp achieving ARE in Maths is less than pupils not eligible for pp.</p> <p>We want to ensure that pp pupils can achieve ARE and make better than expected progress.</p>	<p>Maths Subject Lead and other experienced staff members to model quality first teaching and feedback strategies.</p> <p>Use staff meetings and INSET days to deliver CPD.</p> <p>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.</p> <p>Improvement focus to be on effective feedback, mastery opportunities and use of questioning within the classroom.</p> <p>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.</p>	Maths Lead KS2 Lead	<p>Half termly and during termly pupil progress meetings with SLT. Termly meeting with PPG Governor. Termly LGAB meeting.</p> <p>Maths Lead release time: £1817</p> <p>Contribution to Maths CPD and additional resources: £1000</p> <p>=£2817</p>

	Release time for Maths Subject Lead to analyse, identify gaps, moderate and support staff with closing the gaps.				
C. Improve progress of higher attaining ARE in order for pp pupils to achieve GDS.	<p>Teaching to focus on higher order reading skills for higher attaining pp pupils.</p> <p>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.</p> <p>Phonics/spellings sessions are carefully organised, delivered, tracked and monitored by English Lead.</p> <p>Teaching to focus on fluency, including rapid recall of multiplication facts. Target higher attaining pp pupils in Y3 and 4.</p>	<p>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.</p> <p>We want to ensure that higher attaining pp pupils can achieve GDS and make better than expected progress.</p>	<p>English and Maths Subject Leads and other experienced staff members to model quality first teaching and feedback strategies.</p> <p>Use staff meetings and INSET days to deliver CPD.</p> <p>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.</p> <p>Improvement focus to be on effective feedback, mastery opportunities and use of higher order questioning within the classroom.</p> <p>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.</p>	<p>English Lead</p> <p>Maths Lead</p> <p>KS2 Lead</p>	<p>Half termly and during termly pupil progress meetings with SLT.</p> <p>Termly meeting with PPG Governor.</p> <p>Termly LGAB meeting.</p> <p>Included in costings above.</p>

	<p>Teaching to focus on mastery skills with exploring variation.</p> <p>English and Maths Leads to work closely with Class Teacher to target improvement for higher attaining pp pupils.</p> <p>Release time for English and Maths Subject Leads to analyse, identify gaps, moderate and support staff with closing the gaps.</p> <p>All teachers and support staff to receive CPD.</p> <p>Targeted deployment of in-class TA support with a focus on higher attaining pp pupils.</p>				
<p>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.</p>	<p>Follow the carefully planned WHA Recovery Curriculum plan and suggested resources.</p> <p>Address the possible damage of loss and trauma through the 5 levers for personal recovery.</p> <p>Using the additional PSHE units purchase to support the recovery of well-being.</p> <p>Using the Cornwall scheme to support the teaching of Relationships Education.</p> <p>Use of well-being priority pupil sheet to carefully monitor and track pp pupils.</p>	<p>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.</p>	<p>A fully implemented WHA Recovery Curriculum plan.</p> <p>Addressed the possible damage of loss and trauma through the 5 levers for personal recovery.</p> <p>Used the additional PSHE units purchase to support the recovery of well-being.</p> <p>Used the Cornwall scheme to support the teaching of the Relationships Education.</p> <p>Ensured a pro-active approach in terms of TIS strategies used in class.</p> <p>CPD to staff from TIS Practitioners and SENCo.</p> <p>EWO to visit school termly and meet with Secretary and/or HoS and identify and action appropriate</p>	<p>HoS</p> <p>SENCO</p> <p>Safeguarding Officer</p> <p>TIS Practitioners</p>	<p>Half termly and during termly pupil progress meetings with SLT. Termly meeting with PPG Governor. Termly LGAB meeting.</p> <p>Attendance of key groups will be tracked weekly and half termly.</p> <p>Termly EWO monitoring.</p> <p>LGAB review termly – HoS report.</p> <p>Release time for TIS Practitioners to deliver CPD to staff: £200</p> <p>Attendance badges: £200</p> <p>=£400</p>

	<p>Regular staff check ins for key vulnerable pp pupils, especially those who had them prior to lockdown.</p> <p>TIS strategies used in class and in line with the behaviour policy.</p>		<p>approach for tackling low attending pp pupils.</p> <p>PP pupils % attendance levels are in line with national expectations.</p> <p>Continue parental engagement strategies through the continued use of ClassDojos and phone calls.</p> <p>Record any incidents/logs linked to well-being on MyConcern.</p>		
<b>Total budgeted cost</b>					<b>£7189</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>A. Raise attainment of pp pupils in reading and writing.</p>	<p>Morning TA in all classes.</p> <p>Daily 1:1/small group support.</p> <p>Teacher support for targeted pp pupils.</p> <p>Release time for some Class Teachers (priority pp pupils) to deliver interventions.</p> <p>Afternoon TA interventions for identified pp pupils.</p> <p>Resources to support effective writing interventions.</p> <p>Aspirational activities linked to the capabilities curriculum that will be in context and inspire curiosity.</p>	<p>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.</p> <p>Some pp pupils need targeted support to catch up – not achieving prior attainment.</p> <p>We want to ensure that pp pupils can achieve ARE and make better than expected progress.</p> <p>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.</p> <p>Small group interventions have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Carry out baseline assessments to identify gaps/monitor progress through regular re-assessment.</p> <p>Pupil progress meetings to review prior attainment, strengths and next steps needed to support pp pupils.</p> <p>Carefully monitored interventions and impact.</p> <p>1:1/small group support specifically targeted to identify pp pupils underperforming.</p>	<p>Head of School</p> <p>KS2 Lead</p> <p>English Lead</p> <p>SENCO</p> <p>Class Teachers</p>	<p>Half termly and during termly pupil progress meetings with SLT.</p> <p>Termly meeting with PPG Governor.</p> <p>Termly LGAB meeting.</p> <p>Release time: £3240</p> <p>Support staff: £34176</p> <p>Resources: £375</p> <p>= £37791</p>
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<p>B. Raise attainment of pp pupils in maths.</p>	<p>Morning TA in all classes.</p> <p>Daily 1:1/small group support.</p> <p>Teacher support for targeted pp pupils.</p> <p>Release time for some Class Teachers (priority pp pupils) to deliver interventions.</p> <p>Afternoon TA interventions for identified pp pupils.</p> <p>Resources to support effective maths interventions.</p> <p>Aspirational activities linked to the capabilities curriculum that will be in context and inspire curiosity.</p> <p>Additional iPads to support the teaching of maths.</p>	<p>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.</p> <p>Some pp pupils need targeted support to catch up – not achieving prior attainment.</p> <p>We want to ensure that pp pupils can achieve ARE and make better than expected progress.</p> <p>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.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Carry out baseline assessments to identify gaps/monitor progress through regular re-assessment.</p> <p>Pupil progress meetings to review prior attainment, strengths and next steps needed to support pp pupils.</p> <p>Carefully monitored interventions and impact.</p> <p>1:1/small group support specifically targeted to identify pp pupils underperforming.</p>	<p>Head of School</p> <p>KS2 Lead</p> <p>Maths Lead</p> <p>SENCO</p> <p>Class Teachers</p>	<p>Half termly and during termly pupil progress meetings with SLT.</p> <p>Termly meeting with PPG Governor.</p> <p>Termly LGAB meeting.</p> <p>Costings above.</p> <p>Resources: £300</p> <p>iPads: £2450</p> <p>=£2750</p>
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C. Improve progress of higher attaining ARE in order for pp pupils to achieve GDS.	<p>Morning TA in all classes.</p> <p>Daily 1:1/small group support.</p> <p>Teacher support for targeted GDS pp pupils.</p> <p>Release time for some Class Teachers (priority GDS pp pupils) to deliver interventions.</p> <p>Afternoon TA interventions for identified GDS pp pupils.</p> <p>Resources to support effective maths interventions.</p> <p>Aspirational activities linked to the capabilities curriculum that will be in context and inspire curiosity.</p>	<p>Providing extra support to address gaps in learning and challenge high attaining pupils further.</p> <p>Some pp pupils need targeted support to catch up – not achieving prior attainment.</p> <p>We want to ensure that pp pupils can achieve GDS and make better than expected progress.</p> <p>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.</p> <p>Small group interventions have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Carry out baseline assessments to identify gaps/monitor progress through regular re-assessment.</p> <p>Pupil progress meetings to review prior attainment, strengths and next steps needed to support pp pupils.</p> <p>Carefully monitored interventions and impact.</p> <p>1:1/small group support specifically targeted to identify pp pupils underperforming.</p>	<p>Head of School</p> <p>KS2 Lead</p> <p>English/Maths Lead</p> <p>SENCO</p> <p>Class Teachers</p>	<p>Half termly and during termly pupil progress meetings with SLT.</p> <p>Termly meeting with PPG Governor.</p> <p>Termly LGAB meeting.</p> <p>Costings included in above.</p>
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**Total budgeted cost** £40541

### 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.	<p>Address the possible damage of loss and trauma through the 5 levers for personal recovery.</p> <p>Short or longer term TIS sessions to support recovery delivered by a TIS Practitioner.</p>	<p>Due to Covid-19, all pupils have experienced some form of loss in relation to the 5 levers.</p> <p>For some pupils, this is more severe than others and some have experienced trauma.</p> <p>Priority A and B pupils identified on the WHA Learning Priority Assessment for well-being.</p>	<p>Short or longer term TIS sessions to support recovery delivered by a TIS Practitioner on a regular basis.</p> <p>Use of support materials/resources.</p> <p>Monitoring of pupils identified on the WHA Learning Priority Assessment for well-being and Motional.</p>	<p>Head of School</p> <p>Designated Safeguarding Lead</p> <p>TIS Practitioners</p>	<p>TIS: £3510</p> <p>Resources: £200</p> <p>=£3750</p>

	<p>Use of support materials, e.g. Tina Rae's Bereavement Box.</p> <p>Parental support.</p> <p>Ensure all existing children receive external specialist support.</p> <p>Assess the needs of those vulnerable pupils at risk through lockdown and who may need further formal support.</p> <p>Regular staff check ins for key vulnerable children, especially those who had them prior to lockdown.</p>				
<b>Total budgeted cost</b>					<b>£3750</b>

6. Review of expenditure				
Previous Academic Year		2019-20		
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

<p>A. Raise attainment of pp pupils in reading and writing.</p>	<p>Implementation of 'Accelerated Reader' across the school (Y2-Y6) to increase motivation for reading and improve rates of progress.</p> <p>Phonics sessions to begin straight away in Year F with a focus on pp pupils to ensure progress is made.</p> <p>Release time for English Subject Lead to analyse, identify gaps, moderate and support staff with closing the gaps.</p> <p>Use of Babcock Teaching sequences for writing and will use as a guide this academic year.</p> <p>All teachers have received CPD on using the Targeted deployment of in-class TA support in reading, spelling and writing sessions with a focus on pp pupils.</p>	<p>Data taken from ITrack in March 2020 showed the following % of children in receipt of PP to be working at expected progressing:</p> <p>Reading  Year F: PPG – 67%      Non-PPG – 82%  Year 1: PPG - 80% EXP+    Non-PPG - 84% EXP+  Year 2: PPG - 66% EXP+    Non-PPG – 69% EXP+  Year 3: PPG - 78% EXP+    Non-PPG – 89% EXP+  Year 4: PPG - 50% EXP+    Non-PPG – 72% EXP+  Year 5: PPG - 75% EXP+    Non-PPG – 76% EXP+  Year 6: PPG – 70% EXP+    Non-PPG – 85% EXP+</p> <p>Overall: PPG - 69% EXP+    Non-PPG - 80% EXP+</p> <p>Writing  Year F: PPG – 75%      Non-PPG – 81%  Year 1: PPG - 80% EXP+    Non-PPG - 72% EXP+  Year 2: PPG - 50% EXP+    Non-PPG – 61% EXP+  Year 3: PPG - 78% EXP+    Non-PPG – 89% EXP+  Year 4: PPG - 50% EXP+    Non-PPG – 68% EXP+  Year 5: PPG - 25% EXP+    Non-PPG – 46% EXP+  Year 6: PPG – 80% EXP+    Non-PPG – 84% EXP+</p> <p>Overall: PPG - 63% EXP+    Non-PPG - 72% EXP+</p> <p>During lockdown staff ensured that daily phonics and reading tasks were set for all pupils and access to online books.</p> <p>Report from AIO's visit in Jan 2020 stated:  <i>'Teachers ensure that the books that pupils read are well-matched to their individual stages of phonic development. As a result, the weakest readers demonstrate an increasing knowledge of letters and sounds and apply these with some success in their reading'</i></p> <p><i>'The school's provision for early reading and phonics is effective. Leaders place the upmost importance on ensuring that all pupils, including the very weakest attainers, achieve well in reading over time. Close tracking and effective support strategies ensure that pupils who start to fall behind are identified quickly and start to catch up.'</i></p>	<p>During lockdown all staff were able to access accelerated reader training. All resources were organised for 'Accelerated Reader' so this was able to start in Autumn 2020. Therefore, this target will continue for the academic year 2020-21.</p> <p>Interventions to be put in place to ensure catch up for pupils not on track to meet ARE.</p> <p>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.</p> <p>English Subject will continue to monitor attainment and progress in phonics, reading and writing. The % of pp pupils meeting ARE expectations will increase for reading and writing in all year groups.</p> <p>Assessment of all pupils in phonics at the start of term. Catch up to be put in place.</p> <p>Plan in place for interactive Online lessons using TEAMs if pupils are required to work from home again.</p>	<p>£1466</p>
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<p>B. Raise attainment of pp pupils in maths.</p>	<p>Teaching to focus on fluency, including rapid recall of multiplication facts. Target pp pupils in Y3 and 4.</p> <p>Teaching to focus on mastery skills.</p> <p>Maths Lead to work closely with Class Teachers to target improvement of maths.</p> <p>Targeted deployment of in-class TA support in maths with a focus on pp pupils.</p> <p>Release time for Maths Subject Lead to analyse, identify gaps, moderate and support staff with closing the gaps</p>	<p>Due to COVID-19 we do not have end of year data.</p> <p>Data taken from i-track in March 2020 showed the following % of children in receipt of PP to be to be working at expected progressing:</p> <p>Maths  Year F: PPG – 67%      Non-PPG – 82%  Year 1: PPG - 80% EXP+      Non-PPG - 84% EXP+  Year 2: PPG - 50% EXP+      Non-PPG – 78% EXP+  Year 3: PPG - 89% EXP+      Non-PPG – 94% EXP+  Year 4: PPG - 63% EXP+      Non-PPG – 82% EXP+  Year 5: PPG - 25% EXP+      Non-PPG – 67% EXP+  Year 6: PPG – 60% EXP+      Non-PPG – 90% EXP+</p> <p>Overall: PPG - 62% EXP+      Non-PPG - 82% EXP+</p> <p>Support to maintain attainment and progress has shown to be effective up until March 2020. During lockdown, White Rose Maths was used to provide daily online lessons to all pupils. Work packs dropped off to pupils at home who did not have access to technology. Phone calls to home made. However, pupils progress during this period varies depending on individual's home circumstances.</p>	<p>Interventions to be put in place to ensure catch up for pupils not on track to meet ARE.</p> <p>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.</p> <p>Maths 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.</p> <p>Investigate use of WR booklets to support catch up/use at home.</p> <p>Use of iPads would support the Maths interventions, e.g use of the White Rose Tutorials.</p> <p>Plan in place for interactive Online lessons using TEAMS if pupils are required to work from home again.</p>	<p>£1816.50</p>
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<p>C. Improve progress of higher attaining ARE in order for pp pupils to achieve GDS.</p>	<p>Teaching to focus on mastery skills.</p> <p>Maths Lead to work closely with Class Teachers to target improvement of maths.</p> <p>Targeted deployment of in-class TA support in maths with a focus on GDS pp pupils.</p> <p>Release time for Maths Subject Lead to analyse, identify gaps, moderate and support staff with closing the gaps.</p>	<p>Due to COVID-19 we do not have end of year data.</p> <p>Data taken from i-track in March 2020 showed the following % of children in receipt of PP to be exceeding age related expectations:</p> <p>Maths</p> <p>Year 1: PPG - 80% EXP+ 20% EXS+ 0% GDS Non-PPG – 84% EXP+ 28% EXS+ 0% GDS</p> <p>Year 2: PPG - 50% EXP+ 33% EXS+ 0% GDS Non-PPG – 78% EXP+ 65% EXS+ 0% GDS</p> <p>Year 3: PPG - 89% EXP+ 22% EXS+ 0% GDS Non-PPG – 94% EXP+ 50% EXS+ 0% GDS</p> <p>Year 4: PPG - 63% EXP+ 25% EXS 0% GDS Non-PPG – 82% EXP+ 23% EXS+ 0% GDS</p> <p>Year 5: PPG - 25% EXP+ 25% EXS+ 0% GDS Non-PPG – 67% EXP+ 21% EXS+ 0% GDS</p> <p>Year 6: PPG - 40% EXS+ 20% GDS Non-PPG – 58% EXS+ 11% GDS</p> <p>Overall: PPG - 28% EXS+ 3% GDS Non-PPG - 41% EXS+ 2% GDS</p> <p>During lock down, extension and mastery learning was provided to pupils working at this level.</p>	<p>Interventions to be put in place to ensure catch up for pupils not on track to meet ARE.</p> <p>Maths Lead 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.</p> <p>Maths Lead will continue to monitor attainment and progress in maths. The % of pp pupils meeting GDS expectations will increase for maths in all year groups.</p> <p>Plan in place for interactive Online lessons using TEAMS if pupils are required to work from home again.</p>	<p>Included above.</p>
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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.	<p>Morning TA in all classes.</p> <p>Daily 1:1/small group support.</p> <p>Teacher support for targeted pp pupils.</p> <p>Release time for Y5 and Y6 to deliver interventions.</p> <p>Afternoon TA interventions in Y1, Y2 and Y6.</p> <p>Learning Mentor to deliver interventions in Y4 and Y5.</p> <p>Aspirational activities linked to the new capabilities curriculum that will be in context and inspire curiosity.</p> <p>TIS support timetabled for pp pupils.</p>	<p>Data taken from ITrack in March 2020 showed the following % of children in receipt of PP to be working at expected progressing:</p> <p>Reading</p> <table><tr><td>Year F: PPG – 67%</td><td>Non-PPG – 82%</td></tr><tr><td>Year 1: PPG - 80% EXP+</td><td>Non-PPG - 84% EXP+</td></tr><tr><td>Year 2: PPG - 66% EXP+</td><td>Non-PPG – 69% EXP+</td></tr><tr><td>Year 3: PPG - 78% EXP+</td><td>Non-PPG – 89% EXP+</td></tr><tr><td>Year 4: PPG - 50% EXP+</td><td>Non-PPG – 72% EXP+</td></tr><tr><td>Year 5: PPG - 75% EXP+</td><td>Non-PPG – 76% EXP+</td></tr><tr><td>Year 6: PPG – 70% EXP+</td><td>Non-PPG – 85% EXP+</td></tr></table> <p>Overall: PPG - 69% EXP+ Non-PPG - 80% EXP+</p> <p>Writing</p> <table><tr><td>Year F: PPG – 75%</td><td>Non-PPG – 81%</td></tr><tr><td>Year 1: PPG - 80% EXP+</td><td>Non-PPG - 72% EXP+</td></tr><tr><td>Year 2: PPG - 50% EXP+</td><td>Non-PPG – 61% EXP+</td></tr><tr><td>Year 3: PPG - 78% EXP+</td><td>Non-PPG – 89% EXP+</td></tr><tr><td>Year 4: PPG - 50% EXP+</td><td>Non-PPG – 68% EXP+</td></tr><tr><td>Year 5: PPG - 25% EXP+</td><td>Non-PPG – 46% EXP+</td></tr><tr><td>Year 6: PPG – 80% EXP+</td><td>Non-PPG – 84% EXP+</td></tr></table> <p>Overall: PPG - 63% EXP+ Non-PPG - 72% EXP+</p> <p>During lockdown staff ensured that daily phonics and reading tasks were set for all pupils and access to online books.</p> <p>Report from AIO’s visit in Jan 2020 stated: <i>‘Teachers ensure that the books that pupils read are well-matched to their individual stages of phonic development. As a result, the weakest readers demonstrate an increasing knowledge of letters and sounds and apply these with some success in their reading’</i> <i>‘The school’s provision for early reading and phonics is effective. Leaders place the upmost importance on ensuring that all pupils, including the very weakest attainers, achieve well in reading over time. Close tracking and effective support strategies ensure that pupils who start to fall behind are identified quickly and start to catch up.’</i></p>	Year F: PPG – 67%	Non-PPG – 82%	Year 1: PPG - 80% EXP+	Non-PPG - 84% EXP+	Year 2: PPG - 66% EXP+	Non-PPG – 69% EXP+	Year 3: PPG - 78% EXP+	Non-PPG – 89% EXP+	Year 4: PPG - 50% EXP+	Non-PPG – 72% EXP+	Year 5: PPG - 75% EXP+	Non-PPG – 76% EXP+	Year 6: PPG – 70% EXP+	Non-PPG – 85% EXP+	Year F: PPG – 75%	Non-PPG – 81%	Year 1: PPG - 80% EXP+	Non-PPG - 72% EXP+	Year 2: PPG - 50% EXP+	Non-PPG – 61% EXP+	Year 3: PPG - 78% EXP+	Non-PPG – 89% EXP+	Year 4: PPG - 50% EXP+	Non-PPG – 68% EXP+	Year 5: PPG - 25% EXP+	Non-PPG – 46% EXP+	Year 6: PPG – 80% EXP+	Non-PPG – 84% EXP+	<p>During lockdown all staff were able to access accelerated reader training. All resources were organised for ‘Accelerated Reader’ so this was able to start in Autumn 2020. Therefore, this target will continue for the academic year 2020-21.</p> <p>Interventions to be put in place to ensure catch up for pupils not on track to meet ARE.</p> <p>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.</p> <p>English Subject will continue to monitor attainment and progress in phonics, reading and writing. The % of pp pupils meeting ARE expectations will increase for reading and writing in all year groups.</p> <p>Assessment of all pupils in phonics at the start of term. Catch up to be put in place.</p> <p>Plan in place for interactive Online lessons using TEAMS if pupils are required to work from home again.</p>	£37242.50
Year F: PPG – 67%	Non-PPG – 82%																															
Year 1: PPG - 80% EXP+	Non-PPG - 84% EXP+																															
Year 2: PPG - 66% EXP+	Non-PPG – 69% EXP+																															
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<p>B. Raise attainment of pp pupils in maths.</p>	<p>Morning TA in all classes.</p> <p>Daily 1:1/small group support.</p> <p>Teacher support for targeted pp pupils.</p> <p>Release time for Y5 and Y6 to deliver interventions.</p> <p>Afternoon TA interventions in Y1, Y2 and Y6.</p> <p>Learning Mentor to deliver interventions in Y4 and Y5.</p> <p>Aspirational activities linked to the new capabilities curriculum that will be in context and inspire curiosity.</p>	<p>Due to COVID-19 we do not have end of year data.</p> <p>Data taken from i-track in March 2020 showed the following % of children in receipt of PP to be to be working at expected progressing:</p> <p>Maths  Year F: PPG – 67%      Non-PPG – 82%  Year 1: PPG - 80% EXP+    Non-PPG - 84% EXP+  Year 2: PPG - 50% EXP+    Non-PPG – 78% EXP+  Year 3: PPG - 89% EXP+    Non-PPG – 94% EXP+  Year 4: PPG - 63% EXP+    Non-PPG – 82% EXP+  Year 5: PPG - 25% EXP+    Non-PPG – 67% EXP+  Year 6: PPG – 60% EXP+    Non-PPG – 90% EXP+</p> <p>Overall: PPG - 62% EXP+    Non-PPG - 82% EXP+</p> <p>Support to maintain attainment and progress has shown to be effective up until March 2020. During lockdown, White Rose Maths was used to provide daily online lessons to all pupils. Work packs dropped off to pupils at home who did not have access to technology. Phone calls to home made. However, pupils progress during this period varies depending on individual's home circumstances.</p>	<p>Interventions to be put in place to ensure catch up for pupils not on track to meet ARE.</p> <p>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.</p> <p>Maths 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.</p> <p>Investigate use of WR booklets to support catch up/use at home.</p> <p>Use of iPads would support the Maths interventions, e.g use of the White Rose Tutorials.</p> <p>Plan in place for interactive Online lessons using TEAMs if pupils are required to work from home again.</p>	<p>Costings above.</p>
<p>C. Improve progress of higher attaining ARE in order for pp pupils to achieve GDS.</p>	<p>Morning TA in all classes.</p> <p>Daily 1:1/small group support.</p> <p>Teacher support for targeted pp pupils.</p> <p>Release time for Y5 and Y6 to deliver interventions.</p> <p>Afternoon TA interventions in Y1, Y2 and Y6.</p> <p>Learning Mentor to deliver interventions in Y4 and Y5.</p>	<p>Due to COVID-19 we do not have end of year data.</p> <p>Data taken from i-track in March 2020 showed the following % of children in receipt of PP to be exceeding age related expectations:</p> <p>Maths  Year 1:  PPG - 80% EXP+    20% EXS+    0% GDS  Non-PPG – 84% EXP+    28% EXS+    0% GDS</p> <p>Year 2:  PPG - 50% EXP+    33% EXS+    0% GDS  Non-PPG – 78% EXP+    65% EXS+    0% GDS</p> <p>Year 3:  PPG - 89% EXP+    22% EXS+    0% GDS  Non-PPG – 94% EXP+    50% EXS+    0% GDS</p> <p>Year 4:  PPG - 63% EXP+    25% EXS    0% GDS  Non-PPG – 82% EXP+    23% EXS+    0% GDS</p>	<p>Interventions to be put in place to ensure catch up for pupils not on track to meet ARE.</p> <p>Maths Lead 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.</p> <p>Maths Lead will continue to monitor attainment and progress in maths. The % of pp pupils meeting GDS expectations will increase for maths in all year groups.</p> <p>Plan in place for interactive Online lessons using TEAMs if pupils are required to work from home again.</p>	<p>Costings above.</p>



	Aspirational activities linked to the new capabilities curriculum that will be in context and inspire curiosity.	<p>Year 5: PPG - 25% EXP+ 25% EXS+ 0% GDS Non-PPG – 67% EXP+ 21% EXS+ 0% GDS</p> <p>Year 6: PPG - 40% EXS+ 20% GDS Non-PPG – 58% EXS+ 11% GDS</p> <p>Overall: PPG - 28% EXS+ 3% GDS Non-PPG - 41% EXS+ 2% GDS</p> <p>During lock down, extension and mastery learning was provided to pupils working at this level.</p>		
<b>ii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>D. Attendance levels of pp pupils is improved to be in line with national expectations.</p>	<p>Secretary and HoS to monitor pupils and follow up absences quickly.</p> <p>EWO will meet with families to overcome barriers to attending school.</p> <p>Provide breakfast club for pupils before school to improvement engagement and encourage parents to bring pupils to school on time (reduced rate for pp pupils).</p> <p>Raise profile of attendance through rewards/incentives.</p> <p>Robust follow up where parents don't engage with support.</p> <p>Use TIS practitioner to engage with pupils.</p>	<p>Attendance for PPG pupils (as of March 2020) was 93.92%. There is a difference of -0.59% compared with non-pp pupils. This is an improvement of +1.62% from previous year. Please note that attendance was severely affected by COVID-19 towards the end of the spring term due to parents</p> <p>A rigorous and consistent approach was embedded through daily phone calls, parental engagements, rewards and highlighted in newsletters and on ClassDojo.</p>	<p>Continue to phone and challenge absence.</p> <p>Holidays will not be authorised.</p> <p>Continue regular meetings with EWO and quick referrals made when attendance falls below 90%.</p> <p>Continue with attendance incentives.</p> <p>Continued use of TIS practitioner to engage with parents.</p>	<p>£2735</p>
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## 7. Additional detail

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

- Actions 2020/21 need to continue to focus on improving pp attainment and progress in both KS1 and KS2 due to missed learning during lockdown.
- Recovery schedule 2020/21 to include disadvantaged pupils.
- TA support to focus on effective questioning and feedback – continue to use current good practice to model this across the school.
- Teacher/TA/HLTA/Learning Tutor support targeted to classes with a high % of pp pupils or pp pupils not achieving ARE/progress.