

AIREDALE JUNIOR SCHOOL
PUPIL PREMIUM STRATEGY 2020-2021 Reviewed July 2021

| 1. Summary information | | | | | |
|-------------------------------|------------------------|---|-----------|---|--------------|
| School | Airedale Junior School | | | | |
| Academic Year | 2020-2021 | Total PP budget (3 terms*) | £215,200 | Date of most recent PP Review | October 2019 |
| Total number of pupils | 445 | Number of pupils eligible for PP | 179 (41%) | Date for next internal review of this strategy | Summer 2021 |

*Sept 20 – March 21= £125,533 April 21 = £88, 457.88

| 2. Current academic outcomes | | | | | | |
|---|----------------|------------|------------------------|---------------|-----|--------------------|
| | School 2019/20 | | | National 2019 | | |
| | PP | NPP | Diff (Diff in 2019) | PP | NPP | Difference 2019 |
| KS2 - % Reaching Expected Standard 2019-20 | | | | | | |
| Reading | 56% | 77% | -21% (-16%) | 64% | 80% | -16% |
| Writing | 55% | 80% | -25% (-4%) | 67% | 83% | -16% |
| Mathematics | 68% | 83% | -15% (-17%) | 64% | 81% | -17% |
| R, W & M | 48% | 67% | -19% (-21%) | 51% | 70% | -19% |
| KS2 – Average Progress Score 2019-20 | | | | | | |
| Reading | + 0.7 | + 0.6 | 0.1 (-1.2) | -0.6 | 0.3 | 0.9 |
| Writing | + 0.7 | + 0.9 | 0.2 (0.6) | -0.4 | 0.2 | 0.6 |
| Mathematics | + 1.3 | + 1.2 | 0.1 (-1.6) | -0.6 | 0.3 | 0.9 |

3. Barriers to future attainment (likely characteristics of pupils eligible for PP) (I = issues to be addressed in school; E = issues which also require action outside school eg parental involvement)

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| A | Below age-related speech, language and communication skills on entry to school, which links to poor vocabulary knowledge at KS2. (E.g Reading skills, comprehension, writing with AR components, maths reasoning and mastery skills) (I/E) |
| B | Reduced attendance and punctuality (E/I) |
| C | Lack of access to wider experiences (I/E) |
| D | Poverty of academic expectation from pupils, parents, staff etc (leading in some cases to reduced parental engagement) (E/I) |
| E | Poorer behaviour due to social, emotional and mental health needs (I/E) |
| F | Poorer metacognitive and self-regulatory performance (especially resilience) leading to lower academic outcomes (I/E) |
| G | Some pupils who qualify for Pupil Premium funding also have specific SEND needs (greater proportion than for non-PP) (I/E) |
| H | Some pupils entitled to Pupil Premium funding speak English as an additional language (EAL) (E) |

| 3. Desired outcomes (Desired outcomes and how they will be measured) | | Success criteria (and how measured) |
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| A. | Accelerated language development in KS2 leading to attainment and progress differences between disadvantaged and non-disadvantaged diminishing for all groups across the key stage. | KS2 outcomes rising rapidly for all pupils across all year groups. Measured by leader monitoring activities, work scrutinies, teacher assessments, in house /cross school moderation and end of Key Stage tests and benchmarking against national data. School data and pupil progress meetings will identify improvements in performance for those in receipt of PP). |
| B. | Pupils and families with low attendance / high persistent absenteeism or poor punctuality levels are supported and challenged effectively to rapidly improve attendance outcomes. | Improved levels of attendance punctuality, and a decrease in Persistent Absence. Attendance figures for children eligible for Pupil Premium are well above national PP rates and close to national non-PP figures. |
| C. | All pupils take part in curriculum enrichment activities before and during the school day irrespective of income, and receive additional opportunities to access curricular and other experiences. | Financial factors are not a barrier to attending visits or taking part in enrichment opportunities and all pupils in receipt of PP funding attend. Academic outcomes at the end of Key Stage 2 increase as a |

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| | | result, measured by termly tracking data and monitoring activities conducted. |
| D. | All entitled families engage thoroughly with school including registering for Pupil Premium entitlement, attending Parents' Evenings etc. | Identified families engage with PSA/Inclusion team and offer of support. This will have a positive impact on:- Attendance (see above) Meeting of basis needs/children's readiness for school and learning Children's emotional well-being and behaviour Support with homework |
| E. | All PP children with emotional and behavioural needs receive targeted interventions to ensure that they make expected or better than expected progress and that exclusions / consequences for such pupils are rapidly reduced and maintained at low levels. | Behaviour chart strategies used consistently throughout the school and numbers of recorded incidents (and exclusions) for PP children in line with those for non-PP peers in all year groups. Inclusion team evaluations demonstrate addressing pupils' emotional and behavioural needs. |
| F. | Systematic method of encouraging metacognition and self-regulation embedded throughout the school so that all pupils, especially those entitled to PP, are able to describe ways in which they are great learners, and areas in which they are developing further. | Before and after questionnaires demonstrate impact for year groups Common use of Growth Mind Set language evident across school. |
| G. | All SEND pupils who are also entitled to PP funding make expected or better progress based on their starting points, and perform well in comparison to their Other SEND counterparts within school and nationally. | ASP figures for 2019-20 show that Disadvantaged Low prior attainers have positive progress figures (on average) (may not be statistically significant). |
| H. | All EAL PP pupils make similar progress and reach similar levels of attainment their EAL non-PP peers in school, and close on EAL Other pupils' outcomes nationally. | Internal tracking and other micro data (eg spelling test results) show diminishing differences for the EAL PP children over time. |

4. Planned expenditure (all figures are estimates)

Academic year

2020-2021

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 | Review dates and indications of impact |
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| <p>A-G: Staff can access advice and support to ensure quality first teaching is used to ensure the correct provision is in place for pupil premium pupils.</p> | <p>Pupil Premium Champion employed to monitor provision for PP throughout the school (HT) £10,000</p> | <p>Effective targeted monitoring can ensure that targeted support is used effectively and have a positive impact on progress and attainment for pupil premium pupils</p> | <p>½ termly meetings between HT/SLT – pupil progress meetings with specific focus on PP pupil progress involving teachers/TAs</p> | <p>HT SLT PP Governor</p> | <p>Termly Targetted support will have an impact on pupil outcomes Close monitoring o interventions will ensure adaptations are made swiftly Staff will be knowledgeable about approaches, interventions and interpreting data outcomes.</p> |
| <p>CPD/ staff meetings /National college/Pupil progress meetings/data outcomes</p> | | | | | |
| <p>A, F: GDS bespoke group teaching for English and Maths in Year 6 increases outcomes for all Pupil Premium GDS pupils at the end of Key Stage 2</p> <p>Pupil including PP pupils will make accelerated progress in-line with SDP and PM Targets</p> | <p>SLT to provide daily teaching of English and Maths for a bespoke group of potential GDS pupils who include 12/22 pupil premium pupils. 3 hrs daily x 36 weeks = £30,000</p> | <p>GDS outcomes at the end of KS2 are low compared to National data in Reading and Maths. There are a larger proportion of pupil who are capable of achieving GDS at the end of KS2 (21ch in 2019 results were between 105-109SS in maths and 14ch in Reading) but due to low starting point as entry into Year 3 teachers are focusing on achieving ARE. EEF Toolkit: +6 months years' for highly effective teachers EEF Toolkit - Reading comprehension strategies (+5 months) Mastery learning (+5 months), EEF Literacy and Mathematics in KS2 Recommendation 2 (2017)</p> | <p>QLA analysis of tests and data to outline teaching focus needed. Monitoring of lessons, book scrutiny and pupil voice. Progress tracking ad increased raw scores achieved ½ termly</p> | <p>KR, KA, LC</p> | <p>½ termly Monitoring will evidence improved teaching and outcomes of reading comprehension and maths reasoning</p> <p>Tracking of raw scores ad analysis of test results after assessments.</p> |

Unable to execute due to bubbles for all of the academic year but where possible, these groups took place

Reading GDS PP outcomes 12/12 = 100% (16% @ end of KS2/11% @ KS1) PP Progress from KS1 = 25.1 steps (24 is expected)

Writing GDS PP Outcomes 12/12 = 100% (20% @ end of KS2/4% @ KS1) PP Progress from KS1 = 26.5 steps (24 is expected)

Maths GDS PP Outcomes 13/14 = 93% (16% @ end of KS2/4% @ KS1) PP Progress from KS1 = 26.8 steps (24 is expected)

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| <p>A, C, D, E: CPD enables staff to ensure that quality first teaching has a positive impact on pupil progress for all Pupil Premium pupils <i>including the more able.</i></p> <p>All pupils including PP pupils will make progress in line with SDP and PM targets.</p> | <p>Provide a range of targeted CPD to enable teachers to be outstanding classroom practitioners for example Pupil Premium Practice in the classroom - 'Biasing the learning' as a PP mantra. £6,000</p> | <p>QFT has a positive impact for pupil premium pupils. Research shows high quality feedback supports rapid progress (EEF toolkit +8 months) QFT will ensure a long-term impact for all pupils but especially disadvantaged (-6 months progress for poorly performing teachers versus +6 months years' for highly effective ones). (see also preamble to Sir John Dunford's 10 point plan 2014).</p> | <p>Monitoring and review by subject leaders – focus on PP Lesson observations; Pupil Progress Meetings/tracking; time set aside in staff meetings for staff to share CPD and evaluate effectiveness. Evidence of success for each training strategy will be planned and adopted.</p> | <p>SLT</p> | <p>Termly The impact of CPD will be visible through carefully planned monitoring activities following CPD sessions</p> <p>CPD will have an impact on pupil outcomes and gaps between disadvantaged pupils/non disadvantaged will diminish further</p> |
| <ul style="list-style-type: none"> National college webinars accessed by staff at all levels – see the course evaluations folder See monitoring calendar 2020-2021 CPD January 2021 around PP pupil Voice- who is speaking based on the Wakefield One Guest speaker December 2020 Coaching and mentoring provided as required from PM meetings and drop in sessions over the academic year See staff meeting minutes folder Increase in the offer for remote learning- GoTo Meeting available to ensure that all children can have face to face learning during periods of National Lockdown- 2021 for 1.5 terms Increase in the number of devices available for children to use when isolating to enhance the face to face teaching and ensure that PP children were not at a greater disadvantage | | | | | |
| <p>G: Increased % of PP children receiving support through EHCPs/MSPs/ OPPs</p> <p>Disadvantaged children on the SEND register to have SMART targets on OPP's/MSP's to ensure measurable progress</p> <p>Differentiation for all SEND groups of pupils carefully monitored to ensure needs are met through QFT</p> | <p>Non-class based Inclusion Lead to ensure the needs of all vulnerable pupils (SEN/PP/LAC) are met, including through improved identification of SEND needs.</p> <p>Class teachers to be more involved in teaching SEND pupils directly, as well as through the work of well-trained and deployed TAs. £8,000</p> | <p>Research shows high quality feedback supports rapid progress (EEF toolkit +8 months) QFT will ensure a long term impact for all pupils, including those with SEND. Also mastery learning (+5 months), collaborative learning (+5 months)</p> <p>These will rapidly become part of QFT throughout the school, again 'biased towards' PP pupils' where appropriate.</p> | <p>Sharing of expertise for SEN pupils. Planned daily interventions monitored to ensure quality and feedback given to adult delivering. Tracking progress to highlight gaps within learning. Educational Psychologist to observe interventions and provide feedback/development points to improve practice for support assistants. Lessons monitored to ensure appropriate differentiation at all levels of ability. Parents supported through the learning mentor team to access the correct services and have a champion with them during reviews</p> | <p>Inclusion Lead</p> | <p>Termly Pupil progress meetings and data analysis will identify disadvantaged pupils on the SEND register making progress</p> <p>Observations will identify SEND pupils working towards SMART targets set within OPPs/MSP's/EHCP's</p> <p>QFT will ensure all abilities are supported through appropriate differentiation</p> |

- *Highly trained teaching assistants give valuable support to pupils resulting in them now making faster progress, particularly in reading and mathematics – Ofsted 2017 Report- ratified by B11 inspection team June 2021*
- Children have been in class with their related counterparts and this has added to their feeling of inclusivity- mobility of SEND children has had a significant impact on progress of the group overall
- External review/Trust verification – verification of T&L judgements across school with focus on disadvantaged pupils, scaffolding, resources used and role of adults in the classroom
- SEND- Y3 Reading (Exp 6 steps) 4.8 (-1.2) Writing (Exp 6 steps) 4.3 (-1.7) Maths (Exp 6 steps) 6.5 (+0.5)
- SEND- Y4- Reading (Exp 12 steps) 9.6 (-2.4) Writing (Exp 12 steps) 9.3 (-2.7) Maths (Exp 12 steps) 10.6 (-1.4)
- SEND- Y5 Reading (Exp 18 Steps) 16.9 (-1.1) Writing (Exp 18 steps) 12 (-8) Maths (Exp 18 steps) 17.1 (-0.9)
- SEND- Y6 Reading (Exp 24 steps) 26 (+2) Writing (Exp 24 steps) 20.9 (-3.1) Maths (Exp 24 steps) 26.2 (+2.2)
- Provision during lockdown for the children with SEND was bespoke to each child's needs and situation- parents often struggled to support children with certain needs and GoTo meeting was used as a means of providing education for children whilst supporting parents as well- spaces were available for the SEND children in school on a part time or full time basis
- Careful and considerate planning for transition has taken place at the start of the year and at the end of the year as usual transition activities have not been permitted- parents feedback is that this has been vital and supportive- see cpoms logs/seesaw posts

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| <p>A, D: Increased attainment in reading</p> | <p>Comprehension Development Raise the profile of reading, increase reading skills (especially comprehension), especially for boys and struggling readers, Epic Books £4,000</p> | <p>Reading attainment is significantly below National even though it has increased in 2019 John Murray strategies are developed but not yet embedded within whole school practice. Further time and monitoring is needed to ensure strategies are embedded.</p> <p>Need to develop literature within the developing library areas/classrooms and the non-core reading linked to topics EEF Toolkit - Reading comprehension strategies (+5 months) EEF Literacy in KS2 Recommendation 3 (2017)</p> | <p>Monitoring the structure of guided reading sessions and other reading opportunities while ensuring relevant CPD is delivered to all staff.</p> <p>Analyse Data Pupil questionnaires around reading</p> <p>Lesson Observations- Literature being used across the curriculum</p> | <p>KA, KR</p> | <p>On-going/Termly data Termly Data analysis will highlight the impact of increased reading opportunities for disadvantaged pupils</p> <p>Monitoring will evidence the use of John Murray reading materials/activities daily</p> <p>Staff will be teaching reading skills efficiently and consistently across school through focused CPD sessions delivered.</p> <p>Pupil voice will evidence the views and opinion of reading and further developments.</p> |
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Reading

38/105 = 36% Year 3 Pupil Premium attainment = 66%

36/104 = 35% Year 4 Pupil Premium attainment = 61%

38/116 = 33% Year 5 Pupil Premium attainment = 47%

55/116 = 47% Year 6 Pupil Premium attainment 56% ARE = (51% @ KS1)

Reading GDS PP outcomes 12/12 = 100% (16% @ end of KS2/11% @ KS1)

- John Murray reading strategies embedded across school from initial INSET training – **verified by the B11 inspection June 2021**
- QLA outcomes used to identify question stems for planned input and practice
- Extended Guided reading (Whole class) for 45 minutes daily where modelled comprehension input of key skills are taught daily to children
- Andy Taylor Vocabulary INSET training October 2019 **verified by the B11 inspection June 2021**
- Reading materials purchased are engaging to boys across various genres – available within book corners, reading scheme, main library and on Epic Books **verified by the B11 inspection June 2021**
- Parental reading workshops were planned but unable to be executed due to the increase in covid cases in the community and two national lockdowns within the Autumn and Spring terms 2020/2021
- Differences between PP and Non PP pupils are diminishing over time across school from KS1

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| <p>A-G: Increased % of children achieving greater depth outcome at end of each key stage.</p> <p>Differentiation for all MA groups of pupils carefully monitored to ensure needs are met through QFT</p> | <p>To develop a Mastery approach.</p> <p>Training for all staff</p> <p>Resources £1,000</p> | <p>% of children working at greater depth is below national at the end of each year group, then ultimately at the end of KS2. There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches. See also metacognition and self-regulation (+8 months)</p> | <p>Monitoring of lessons Observations, Planning Pupil discussions Assessment data analysis Targeted interventions</p> | <p>KR, LC, KA</p> | <p>Termly QFT will evidence opportunities to deepen learning and challenge for HA- Appropriate differentiation</p> <p>Intervention plans will target children for a GD judgement</p> <p>Pupil progress meetings will highlight children on track for GD and next steps</p> <p>More children on track to receive a GD judgement at end of each key stage</p> <p>Gap between GD for disadvantaged and non will begin to diminish</p> |
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Reading GDS PP outcomes 12/12 = 100% (16% @ end of KS2/11% @ KS1) PP Progress from KS1 = 25.1 steps (24 is expected)

Writing GDS PP Outcomes 12/12 = 100% (20% @ end of KS2/4% @ KS1) PP Progress from KS1 = 26.5 steps (24 is expected)

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NB: Intermittent GDS focus groups due to covid restrictions- bubble closure and isolation, parental request not to mix the children and SLT covering isolating teachers/absence

See monitoring calendar

Refer to CPD overview and staff meeting minutes

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| <p>A-G: To raise PP attainment at the end of KS2 so it is above National PP and closing on National Other</p> | <p>Use of additional support through HLTAs/TAs 4X HLTAs across KS2 £32,000 4 x TAs across KS2 £50,000</p> | <p>To support high number of PP children across KS2 especially those with multiple needs. (42% PP)</p> <p>To support children entering KS2 who are below/well below ARE in R,W&M.</p> | <p>Observations</p> <p>Data analysis and intervention evaluations to measure progress of pupils</p> | <p>KR</p> | <p>On-going</p> <p>Monitoring will evidence the appropriate use of HLTAs/TA's</p> <p>Staff questionnaires will highlight that staff feel valued and know their role in improving outcomes</p> <p>Gaps during and at the end of KS2 will begin to diminish</p> |
| <p>Reading ARE PP outcomes = 56% (51% @ KS1) PP Progress from KS1 = 24.7 steps (24 is expected)</p> <p>Writing ARE PP Outcomes = 57% (47% @ KS1) PP Progress from KS1 = 24.7 steps (24 is expected)</p> <p>Maths ARE PP Outcomes = 67% (46% @ KS1) PP Progress from KS1 = 25.3 steps (24 is expected)</p> <p>Reading GDS PP outcomes 12/12 = 100% (16% @ end of KS2/11% @ KS1) PP Progress from KS1 = 25.1 steps (24 is expected)</p> <p>Writing GDS PP Outcomes 12/12 = 100% (20% @ end of KS2/4% @ KS1) PP Progress from KS1 = 26.5 steps (24 is expected)</p> <p>Maths GDS PP Outcomes 13/14 = 93% (16% @ end of KS2/4% @ KS1) PP Progress from KS1 = 26.8 steps (24 is expected)</p> | | | | | |
| <p>C: Increased knowledge and tolerance of different faiths and cultures</p> | <p>Multi-Cultural Workshops (41% from PP) - To broaden knowledge and experiences £1000</p> | <p>Children have limited experiences and knowledge of different faiths and cultures. Children need exposure to develop tolerance. EEF Toolkit S & E aspects (+4 months) Metacognition (+8 months)</p> | <p>Pupil discussions</p> <p>Behaviour data</p> <p>SMSC Audit</p> <p>Planning analysis of curriculum to ensure that other faiths are planned for, that assemblies cover cultural diversity, topics meet eh needs of the national curriculum</p> | <p>RS, KR</p> | <p>On-going</p> <p>An increased awareness of different faiths and cultures</p> <p>Children will be able to discuss their knowledge</p> <p>Pupil voice will evidence the exposure</p> <p>SMSC audit will evidence exposure and progress towards action plan</p> |
| <ul style="list-style-type: none"> • SMSC overview, Reflection theme overview, assembly overview and evidence files • Due to restrictions in visits, and temporary closure of places of worship, visitors have provided virtual visits and meditational workshops have taken place with Rev Tracy, local minister • RE curriculum CPD • Behaviour events show no racially motivated incidents in the last three years due to curriculum development and reflection work • SMSC is a strength within the school through links with Connecting Classrooms Project E.g. Ghana Links which have secured the International School Award for 2019-2022 for a second time. | | | | | |

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| <p>A,D,F,H: To increase vocabulary acquisition across key stage 2 and raise PP attainment at the end of key stage 2 so it is above national PP and closing on national Other</p> | <p>Oral Language Intervention</p> <p>Vocabulary Gap INSET training £2,000</p> <p>Implementation of related vocabulary to each topic area evident within all curriculum planning</p> | <p>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. See EEF toolkit</p> | <p>Data Analysis Observations Learning Journeys Support from SLC professionals and use of intervention packages eg WELCOMM</p> | <p>KR, KA</p> | <p>Half Termly</p> <p>Assessments evidence identified children making progress</p> <p>More children understanding age appropriate vocabulary which is being used within their own writing/work.</p> <p>Accelerated progress from starting points for identified children</p> |
| <ul style="list-style-type: none"> • LA moderation evidence – School had the broadest range of accurately used vocabulary in Y6 writing moderation • PP meetings, CPD evidence from January 2021 'Who's talking' evidenced in classrooms during learning walks • Cross year group writing moderation and curriculum moderation to ensure that vocabulary is demonstrated across a range of subjects • Lexile count training to prepare all students to read wider and broader and be exposed to higher level vocabulary- see monitoring file • See data above | | | | | |
| <p>Total budgeted cost</p> | | | | | <p>£134,000</p> |
| <p>Impact:</p> <p><i>Most-able pupils are challenged well. Achievement information shows that these pupils are making good headway in reading, writing and mathematics – Ofsted 2017 report</i></p> <p><i>There is a strong whole-school ethos of attainment for all in which pupils are expected to take responsibility and increasing ownership of their learning as they move through school. This is particularly impressive in Years 5 and 6 where pupils are particularly collaborative and where pupils are expected to peer mark and support others' learning - Pupil Premium Review Oct 2019 : Craig Batley</i></p> <p><i>There are high levels of consistency in the use of working walls, in planning, lesson content and marking. This is supported by regular internal monitoring by senior leaders and moderation within year groups. Pupils' books evidence that, as a result, all pupils are regularly being given opportunities to develop their reasoning in maths, produce regular writing in English lessons and respond to marking which is helping pupils make additional learning - Pupil Premium Review Oct 2019: Craig Batley</i></p> <ul style="list-style-type: none"> • The head teacher has a very comprehensive and accurate overview of what is happening across school and ensures that school's work is informed by evidence-based approaches. As a result, school combines important resources, such as the Education Endowment Foundation's Teaching Toolkit, with approaches based upon meeting pupils' needs so that the work pupils are doing is supportive of their learning – Pupil Premium Review Oct 2019 – Craig Batley • Clear ownership of the Pupil Premium expenditure which links directly to the diminishing of differences between PP and Non PP • Diminishing the difference is high priority on the School Development Plan • Robust approach of monitoring of PP attainment and progress – staff held to account within pupil progress meetings • Increased Governor knowledge and awareness of Pupil Premium Expenditure and impact (Governor minutes/Pupil Premium Review Governor) | | | | | |

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 | Review dates and indications of impact |
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| <p>B. Attendance of all pupils is in line with NA – 2018 - 19 Attendance of PP pupils is closing on Other pupils and NA. PA data for all pupils is in line with NA. % of PP with PA reduces so that it is lower than PA national averages for PP children and close to national Other figures. % of pupils who are late reduces further.</p> | <p>Attendance initiatives (proportion of rewards and salary from PP)</p> <p>Linda Wells – £7,500</p> | <p>Attendance is below national. School has reduction of PA. However, it remains an on-going challenge. Education Welfare Officer post supports ambition to sustain improvements made and reach/exceed NA attendance through monitoring and response to poor attendance and management of incentives/rewards. Raise profile of good attendance</p> <p>See Ofsted 2013 p18 and Pathways to Success recommendations (DfE / NFER 2015)</p> | <p>Weekly monitoring of attendance and lates. Weekly attendance meetings (Attendance Officer and PDBW lead) SLT monitoring Integris Half termly analysis - whole school and pupil group attendance data Historical and benchmark data analysis. RAP's for key families at/at risk of PA</p> | <p>EWO LW, KR</p> | <p>Weekly</p> <p>Attendance will begin to improve towards national measures PA will decrease to below national figures Targeted intervention will happen swiftly to support families who could be at risk of PA Disadvantaged pupils attendance will continue to be better than their non-disadvantaged peers</p> |
| <p><i>Attendance overall and for different groups including disadvantaged pupils has risen and is now above average. Few pupils are persistently absent. This has been the result of high-quality work with parents to improve attendance and an engaging curriculum, which pupils do not want to miss – Ofsted 2017 report</i></p> <p><i>Pastoral staff know the families very well and have developed high levels of trust and engagement with parents and their children. They also have developed strong systems for tracking pupils' attendance and Persistent Absence (PA).- Pupil Premium Review Oct 2017 with Craig Batley</i></p> <ul style="list-style-type: none"> • Attendance procedures are robust – Early identification and intervention for key families • EWO working closely with Attendance Officer in school • School reward initiatives E.g. Attendance Trip, certificates, 100 Club | | | | | |
| <p>E. Increased confidence, more positive attitudes to learning and improved communication</p> | <p>Art Therapy from artist in residence - To support targeted PP children with emotional problems and to improve communication HLTA @ 50% x 39% PP = £5,000</p> <p>Resources</p> | <p>In the EEF Toolkit, interventions such as this have been seen to have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. Arts participation (+2 months), Behaviour interventions (+3 months).</p> | <p>Feedback from Artist in Residence Discussions with parents, Pupils, class teachers Behaviour data Assessment data</p> | <p>SENCO, SLT Learning Mentors</p> | <p>Half Termly</p> <p>Behaviour data for identified disadvantaged pupils accessing intervention will improve</p> <p>Improved behaviour for learning</p> <p>Improved emotional regulation</p> |

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| <p>E. Children facing fewer barriers due to SEMH needs and are more resilient learners</p> | <p>Emotional Literacy Learning Mentors (Part funded from PP)</p> <p>3x Learning mentor employed to work with PP Pupils and deliver daily nurture and focus groups to targeted PP children</p> <p>£40,000</p> | <p>Increased number of SEMH issues amongst disadvantaged pupils. Children facing barriers to learning because of this.</p> <p>EEF states that 'On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (+4 months).</p> <p>See Ofsted 2013 p18 and Pathways to Success recommendations (DfE / NFER 2015)</p> | <p>Sessions planned together with Inclusion Lead and PDBW Lead</p> <p>Half Termly analysis of interventions monitoring/observations</p> <p>Observations of children within classroom/school setting</p> <p>Discussions with parents</p> <p>Behaviour data analysis</p> <p>Appropriate and swift referral for external support as necessary</p> | <p>LC, KR, JH, KA, Learning Mentors</p> | <p>Half Termly</p> <p>Behaviour data for identified disadvantaged pupils accessing intervention will improve</p> <p>Improved behaviour for learning</p> <p>Parents- Parent questionnaire highlights impact</p> <p>Improved emotional regulation</p> <p>Increased support/intervention within school for range of SEMH needs</p> |
| <p>Impact: Learning Mentor interventions and tracking overviews, CPOMs, ½ termly Behaviour impact reports</p> <p><i>Support from outside agencies is bought in to ensure that the needs of the most vulnerable pupils are promptly met – Ofsted 2017 Report</i></p> <p><i>School has a very clear Pupil Premium strategy and senior leaders have a focus on holistic development and continuous improvement which strikes an excellent balance between pupils' emotional and social needs and their academic development. – Pupil Premium Review October 2019 with Craig Batley.</i></p> <p><i>Pupils' behaviour and their attitudes to learning was a consistent strength during the review day. Pupils repeatedly presented as being keen to succeed, were consistently focused on their learning and moved around the building politely and quietly. The pupils spoken to were thoughtful, courteous and clear in their responses – Pupil Premium Review Oct 2010 – Craig Batley</i></p> <ul style="list-style-type: none"> • Increased emotional regulation • Resources purchased to support interventions • Training attended by Learning Mentors • School achieved the Well-Being Award in February 2019 – whole school focus for staff and children • Additional sessions run on one to one basis through Art Therapy | | | | | |
| <p>E. Decrease in exclusions and the reintegration into mainstream classrooms for key children at risk of permanent exclusion.</p> <p>B. Improved attendance for key children</p> <p>Children ready for high school with successful transition</p> <p>E. Improved behaviour within school- behaviour for learning improve.</p> <p>G. Pupils who present significant needs have additional support</p> | <p>Behaviour / Social and Emotional Development: Intensive support for those at risk of permanent exclusion through use of 3 Learning Mentors</p> <p>Children receive alternative style provision to cater for individual needs and to reintegrate into the mainstream classroom</p> | <p>Large number of PP children at risk of exclusion and struggling to function within a mainstream classroom.</p> <p>The EEF states, Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues (Overall average impact +3 months)</p> | <p>Behaviour data analysis</p> <p>Pupil discussions</p> <p>Parental discussions</p> <p>Children slowly begin to reintegrate</p> <p>Observations of intervention</p> <p>Outside agency involvement</p> <p>Feedback from outside agencies</p> | <p>KR, KA</p> | <p>On-going</p> <p>Reduced number of fixed-term exclusions</p> <p>Improved attendance for identified pupils</p> <p>Reduction in behaviour incidents- behaviour data</p> <p>Improved attitudes towards learning</p> |

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| readily available from an external agency to extend in-house restorative measures. | | See Ofsted 2013 p18 and Pathways to Success recommendations (DfE / NFER 2015) | | | A range of in-school support to target identified needs Smoother transitions to secondary school - On-going |
| E. Improved behaviour within school – readiness to access general behaviours for learning to improve rapidly. | Nurture Groups 3 x Learning Mentors Resources to deliver bespoke nurture intervention Cost £15,000 | A large number of our children are not ready to learn at the start of the school day due to home circumstances, SEMH, behavioural and other medical needs The EEF states: Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues. | Monitoring of actions given by educational psych Lesson observations and feedback to relevant staff | Ed Psych/JH KA, Learning Mentors | Daily Increased readiness for learning at the start of the school day Weekly In house SEMH support for identified pupils Decrease in behaviour incidents Improved emotional regularity-appropriate for age |
| <ul style="list-style-type: none"> The attendance of breakfast club was not possible due to restrictions in bubbles however, covid interventions had a significant impact on raising attainment and PP children were included in these groups across school- attendance of these groups was not as high as the Non PP children, nor was their willingness to complete remote learning at home- as such the vast proportion of children invited into school in addition to the Key workers were the PP children under the bullet point: unable to work remotely. Covid interventions provide healthy snacks for the children who attend in place of the breakfast clubs Number of children on behaviour plans has reduced to 7 (from 20) with 5 of these children being PP. 3x mobility and no support packages in place on entry. The number of children with behaviour incidents is now averaging less than 20 single incidents, with three children PP, having more than one reported incident. All children in this group have identified SEND with the exception of one. Fixed term exclusions for PP children 7/11 were PP but all have SEND/SEMH needs in addition with 1x EHCP, 2x EHCP applied for | | | | | |
| G. Appropriate support in place for targeted SEN/PP pupils to enable them to make progress in line with peers | Commission additional Ed. Psych Support Pupil who are PP with SEND needs = 22% £4,000 | Current offer does not meet the needs of the school. Historic inadequacy in the provision for SEND children Ed Psych to provide feedback to children and adults around progress/actions. Research shows high quality feedback supports rapid progress (EEF toolkit) | Monitoring of actions given by educational psych Reviews on OPPs/MSPs/EHCPs Gaps begin to diminish between PP SEN/Others | ED Psych, JH | Weekly Improved support for disadvantaged SEND pupils Progress being made against set SMART targets Pupil progress/planning meetings identify next steps/support |

Highly trained teaching assistants give valuable support to pupils resulting in them now making faster progress, particularly in reading and mathematics – Ofsted 2017 Report- ratified by B11 inspection team June 2021

- Children have been in class with their related counterparts and this has added to their feeling of inclusivity
- mobility of SEND children has had a significant impact on progress of the group overall
- External review/Trust verification – verification of T&L judgements across school with focus on disadvantaged pupils, scaffolding, resources used and role of adults in the classroom

SEND- Y3 Reading (Exp 6 steps) 4.8 (-1.2) Writing (Exp 6 steps) 4.3 (-1.7) Maths (Exp 6 steps) 6.5 (+0.5)
 SEND- Y4- Reading (Exp 12 steps) 9.6 (-2.4) Writing (Exp 12 steps) 9.3 (-2.7) Maths (Exp 12 steps) 10.6 (-1.4)
 SEND- Y5 Reading (Exp 18 Steps) 16.9 (-1.1) Writing (Exp 18 steps) 12 (-8) Maths (Exp 18 steps) 17.1 (-0.9)
 SEND- Y6 Reading (Exp 24 steps) 26 (+2) Writing (Exp 24 steps) 20.9 (-3.1) Maths (Exp 24 steps) 26.2 (+2.2)

- Provision during lockdown for the children with SEND was bespoke to each child's needs and situation- parents often struggled to support children with certain needs and GoTo meeting was used as a means of providing education for children whilst supporting parents as well- spaces were available for the SEND children in school on a part time or full time basis
- Careful and considerate planning for transition has taken place at the start of the year and at the end of the year as usual transition activities have not been permitted- parents feedback is that this has been vital and supportive- see cpoms logs/seesaw posts
- Weekly meetings with the EP have ensured that all needs have been addressed and single conversations and planning meetings have supported all teachers in making provision for SEND

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| <p>B: Attendance for all pupils and PP pupils is at least in line with national averages.</p> <p>D: PA continues to move towards NA Parents have confidence in and feel supported by the school</p> <p>Increased proportion of pupil premium pupils receiving a school breakfast.</p> | <p>Staffing/resourcing Breakfast Club (free for identified pupil premium pupils)</p> <p>£6,000</p> | <p>Providing a free healthy breakfast ensures pupils start the day in a positive way. Also ensures they are sufficiently nourished 5 mornings per week.</p> <p>Pupils who regularly attend breakfast club will develop better relationships and have opportunities to improve their reading. Engage in positive communication and activity.</p> <p>Children who have their basic needs met are more able to access learning and display positive behaviour (Maslow)</p> | <p>Increased attendance, reduced number of pupils late.</p> <p>Ensure a settled start to the day and readiness to learn. Fewer children disengaged and fewer children asking for additional food during the day</p> | <p>LW, EWO KR, Learning Mentors</p> | <p>Weekly</p> <p>Attendance will begin to improve towards national measures</p> <p>PA will decrease to below national figures</p> <p>Targeted intervention will happen swiftly to support families who could be at risk of PA</p> <p>Disadvantaged pupils attendance will continue to be better than their non-disadvantaged peers</p> |
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Most impact has been made through working with the parents of disadvantaged pupils, for example so that parents understand the importance of listening to their children reading at home – Ofsted 2017 report
Pastoral staff know the families very well and have developed high levels of trust and engagement with parents and their children. They also have developed strong systems for tracking pupils' attendance and Persistent Absence (PA).- Pupil Premium Review Oct 2017 with Craig Batley

Pupils' behaviour and their attitudes to learning was a consistent strength during the review day. Pupils repeatedly presented as being keen to succeed, were consistently focused on their learning and moved around the building politely and quietly. The pupils spoken to were thoughtful, courteous and clear in their responses – Pupil Premium Review Oct 2010 – Craig Batley

- Attendance procedures are robust – Early identification and intervention for key families
- EWO working closely with Attendance Officer in school
- School reward initiatives E.g. Attendance Trip, certificates, 100 Club

| | Total budgeted cost |
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| <p>Impact</p> <p><i>Use of Teaching Assistants</i></p> <ul style="list-style-type: none"> • <i>Highly trained teaching assistants give valuable support to pupils resulting in them now making faster progress, particularly in reading and mathematics – Ofsted 2017 Report</i> • <i>Inspectors found that improvements made to the curriculum and teaching have had a profoundly positive effect on the outcomes of pupils currently in the school. Pupils in all years are now making rapid progress in reading, writing and mathematics – Ofsted 2017 report</i> <p>Focussed CPD Training</p> <ul style="list-style-type: none"> • <i>Support staff are well deployed on pedagogic tasks and leaders invest in their development and hold them appropriately to account.</i> • <i>Leaders have mitigated against the danger of interventions not having an impact in other lessons as teachers plan the interventions so are fully aware of the content and able to help pupils make links in the rest of their learning – Pupil Premium Review Oct 2010 – Craig Batley</i> | £62,500 |

| iii. Other approaches | | | | | |
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| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | Review dates and indications of impact |
| <p>A-G: To raise PP attainment at the end of KS2 so it is above National PP and closing on National Other</p> | <p>Before school and after school intervention classes for maths and English Y3-6</p> <p>£10,000</p> | <p>QFT has a positive impact for pupil premium pupils, especially in a small group situation Research shows high quality feedback supports rapid progress (EEF toolkit +8 months) QFT will ensure a long-term impact for all pupils but especially disadvantaged</p> | <p>Observations Data analysis and intervention evaluations to measure progress of pupils</p> | <p>KR, SLT</p> | <p>Half Termly Data outcomes and progress tracking Raw scores achieved by pupils in tests to show impact Pupil voice</p> |
| <p>Reading ARE PP outcomes = 56% (51% @ KS1) PP Progress from KS1 = 24.7 steps (24 is expected) Writing ARE PP Outcomes = 57% (47% @ KS1) PP Progress from KS1 = 24.7 steps (24 is expected) Maths ARE PP Outcomes = 67% (46% @ KS1) PP Progress from KS1 = 25.3 steps (24 is expected) Reading GDS PP outcomes 12/12 = 100% (16% @ end of KS2/11% @ KS1) PP Progress from KS1 = 25.1 steps (24 is expected) Writing GDS PP Outcomes 12/12 = 100% (20% @ end of KS2/4% @ KS1) PP Progress from KS1 = 26.5 steps (24 is expected) Maths GDS PP Outcomes 13/14 = 93% (16% @ end of KS2/4% @ KS1) PP Progress from KS1 = 26.8 steps (24 is expected)</p> <ul style="list-style-type: none"> Catch up interventions demonstrated improved outcomes for PP learners- see tracking sheets and justification grids, monitoring outcomes and observations | | | | | |
| <p>D. Ensure hard to reach parents are able to access support Enable parents and school to collaborate to implement positive behaviour strategies and access relevant services</p> <p>A – G: All pupils, including PP pupils make progress in line with SDP targets/PM targets B: Attendance for all pupils and PP pupils is at least in line with national averages. D: PA continues to move towards NA Parents have confidence in and feel supported by the school</p> | <p>Employment of Learning Mentors x 3 (partly funded) Increased targeted support for vulnerable families to enhance pupils’ attendance and learning Targeted action and work with families to address safeguarding issues. Delivery of various workshops for parents to attend (resources and refreshments) £2,000</p> | <p>School ranked 103rd most deprived out of 114 LA schools on the IDACI scores To ensure children are safe through monitoring of and response to welfare/safeguarding concerns. To support families so that home circumstances support readiness for learning. To build positive home school relationships and maximise parental support for learning. EEF Toolkit – parental involvement (+3 months)</p> | <p>Progress data Parent questionnaires Attendance and exclusion data – see above Monitoring of safeguarding and welfare incidents Monitoring parental attendance at school activities</p> | <p>LW, JE, EB, LH</p> | <p>Half-Termly Safeguarding impact report evidences that incidents are managed swiftly and appropriately</p> <p>Increased support for families struggling with issues in the home impacting upon school</p> <p>Strengthened home school links</p> <p>Parent comments</p> |
| <ul style="list-style-type: none"> Specialist nurture groups and interventions implemented to reflect the needs of children identified Additional transition for Vulnerable, SEND and other identified individuals | | | | | |

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| <ul style="list-style-type: none"> • Parent workshops and meetings organised with professional key speakers- held over the telephone or through professional services • Strong evidence of SEND paperwork – triangulation with school, child and parent involvement | | | | | |
| <p>C. There is opportunity for all children to attend extra-curricular and curriculum enhancement offered across the curriculum.</p> <p>Barriers to participation are removed for vulnerable and disadvantaged pupils.</p> <p>Disadvantaged pupils have access to music tuition.</p> <p>Disadvantaged pupils have access to a range of sporting activities</p> | <p>Subsidy for out of school activities /trips/visitors to school</p> <p>£15,000</p> | <p>FSM eligibility is arguably not a reliable indicator of deprivation/need for many families therefore a universal subsidy is offered to maximise engagement in activities (pro-rata for PP proportion in each year group).</p> <p>Funding also used to support targeted enrichment/extension days for eligible pupils.</p> <p>EEF Toolkit outdoor adventure learning (+4 months)</p> <p>EEF Toolkit S & E aspects (+4 months)</p> <p>Metacognition (+8 months)</p> | <p>Attendance records</p> <p>Monitoring of attendance by PP pupils</p> <p>Tracking</p> <p>Book Scrutiny</p> <p>Pupil/Parental questionnaires</p> | <p>KR, KA, SLT</p> | <p>Termly</p> <p>Children exposed to a wide range of enrichment providing hands on learning experiences</p> <p>Identified children have made progress with music tuition</p> <p>Pupil voice highlights the wide range of experiences children have been exposed to</p> <p>Children have been provided with experiences that will support their education</p> <p>The curriculum provides enrichment to enable children to deepen their learning and embed skills</p> |
| <ul style="list-style-type: none"> • Despite closure, the SLA for music has been provided via Zoom and in person where practicable. PP children in attendance throughout • Music lessons for the Year 4 children have continued throughout the pandemic through either face to face teaching or through Zoom- PP children in attendance • All classes have Elite coaching and a log in to the PE pro App with increased outdoor provision and PE over covid-19 | | | | | |
| <p>H. Increased attainment and progress for disadvantaged EAL pupils</p> | <p>EAL support (Part of TA role) to ensure early language development and parental engagement and communication / translation</p> <p>£9,000</p> | <p>Early language development is highly rated on EEF EY Toolkit (C & L +6 months, Early Literacy +4 months)</p> | <p>Regular monitoring of actions and approaches by SENCo.</p> | <p>JH, SLT</p> | <p>Termly</p> <p>Target children develop English quickly enabling them to access the curriculum</p> <p>Data evidences children with EAL working at ARE and making progress</p> |

EAL outcomes:

Reading ARE PP outcomes = 67%

Writing ARE PP Outcomes = 67% Writing GDS Outcomes = 33%

Maths ARE PP Outcomes = 100% Maths GDS Outcomes – 67%

- Key interventions implemented to narrow gaps
- Use of interpretation devices
- Parental engagement for the EAL children has been a particular challenge but SEND team have uploaded bespoke resources to support these children and have included bespoke Go-Meeting live lessons to ensure their language needs have been catered for

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| <p>D:</p> <p>Children are ready to learn and receive a healthy drink of milk</p> | <p>Milk- To offer children in receipt of FSM free milk to ensure a nutritious drink during the day</p> <p>£1875</p> | <p>Healthy diet and nutrients needed in order to grow and develop properly</p> | <p>Milk register to monitor children in receipt</p> | <p>Admin</p> | <p>Termly</p> <p>Children’s health and wellbeing supported</p> |
| <ul style="list-style-type: none"> • Access to free milk daily and additional milk available on the lunch bar as an alternative dessert | | | | | |
| <p>Total budgeted cost</p> | | | | | <p>£37,875</p> |
| <p>Impact</p> <p><i>Support from outside agencies is bought in to ensure that the needs of the most vulnerable pupils are promptly met – Ofsted 2017 Report</i></p> <p><i>School has a very clear Pupil Premium strategy and senior leaders have a focus on holistic development and continuous improvement which strikes an excellent balance between pupils’ emotional and social needs and their academic development. – Pupil Premium Review October 2019 with Craig Batley.</i></p> <p><i>Pupils’ behaviour and their attitudes to learning was a consistent strength during the review day. Pupils repeatedly presented as being keen to succeed, were consistently focused on their learning and moved around the building politely and quietly. The pupils spoken to were thoughtful, courteous and clear in their responses – Pupil Premium Review Oct 2010 – Craig Batley</i></p> <p><i>Pastoral staff know the families very well and have developed high levels of trust and engagement with parents and their children. They also have developed strong systems for tracking pupils’ attendance and Persistent Absence (PA).- Pupil Premium Review Oct 2017 with Craig Batley</i></p> | | | | | |