



## Pupil Premium Strategy 2020-21

*“Our values are Aspiration, Inclusion, Respect, Excellence. We believe it is possible to treat every child as an individual and to make every pupil feel special. The structure and organisation of our school has been designed to achieve this”*

*“Children are at the heart of every decision we make to ensure that they are happy and confident and that the opportunities that are provided for them are relevant to their needs both now and in the future.”*

| <b>1. Summary Information</b> |         |   |   |   |           |
|-------------------------------|---------|---|---|---|-----------|
| <b>Academic year</b>          | 2020-21 | <b>Total PP Budget (received July 2020 for following academic year)</b> | £104, 425                               | <b>Date of most recent PP review</b>                  | July 2020 |
| <b>Total Number of pupils</b> | 482     | <b>No. of pupils eligible for PP (from 1/7/2020)</b>                    | 78 (11 pupils post-LAC and 1 pupil LAC) | <b>Date for next internal review of this strategy</b> | July 2021 |

| <b>2. Attainment</b>                                      |  |                                   |
|---|--|-----------------------------------|
| <b>2019 KS2 SATs</b>                                      | <b>Pupils eligible for PP<br/>17 pupils – 22% of the year group<br/>8 were identified as PP and SEND</b>                               | <b>All Pupils<br/>(76 pupils)</b> |
| % meeting standard or above in reading, writing and maths | 47%  | 79%                               |
| Expected progress or above in reading                     | 59% -1.13  | 83% +0.19                         |
| Expected progress or above in writing                     | 71% +0.73  | 90% +1.41                         |
| Expected progress or above in maths                       | 59% -0.48  | 87% +1.48                         |
| <b>2020 KS2 Results (TA due to Covid-19 pandemic)</b>     | <b>Pupils eligible for PP<br/>17 pupils (16 based on Jan 2020 census) – 25.4% of year group<br/>4 pupils identified as PP and SEND</b> | <b>All Pupils<br/>(67 pupils)</b> |
| % meeting standard or above in reading, writing and maths | 65%  | 81%                               |
| Expected progress or above in reading                     | 82%  | 91%                               |
| Expected progress or above in writing                     | 65%  | 86%                               |
| Expected progress or above in maths                       | 82%  | 89%                               |



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

| In-school barriers  |  |
|---|--|
| A.  | A number of PP children this year were below the expected standard in writing: Overall 22% of PP pupils are below ARE in writing compared to 16% of non-PP. Year 1 – 63% ARE, Year 4 – 70% ARE, Year 6 – 65%<br>A number of PP children this year were below the expected standard in reading: Overall 15% of PP pupils are below ARE compared to 11% of non-PP pupils |
| B.  | A significant number of PP children this year do not achieve the GDS in reading (39% non-PP compared to 22% PP) and writing (27% of non-PP pupils compared to 12% PP).   |
| C.  | A number of children enter school in Foundation Stage with poor oral language skills, as well as speech and language difficulties.   |
| D.  | A number of our disadvantaged children have emotional and mental health difficulties; including attachment needs, which may impact on their academic progress and ability to access teaching and learning,   |
| External barriers (issues which also require action outside school, such as low attendance rates) |  |
| E   | Some low-income families find it hard to afford extra enrichment activities and access appropriate support so pupils can reach their potential.  |
| F   | A number of disadvantaged children have suffered early trauma, which impacts on their ability to reach their potential.  |
| G   | Attendance of PP pupils compared to non-PP pupils shows variation (-1.19%)   |

### 4. Desired Outcomes

|    | Desired outcomes and how they will be measured  | Success criteria  |
|----|---|---|
| A. | <b>Below ARE reading &amp; writing</b><br>Off-track pupils will make accelerated progress in reading and writing so as to close the gap between disadvantaged and non-disadvantaged pupils. Progress will be evident from termly data analysis.   | The percentage of pupils achieving the expected standard or above in reading and writing will have increased from 2020 KS2 results. |
| B. | <b>Fewer PP pupils achieve the GDS in reading and writing</b><br>Disadvantaged pupils who are under achieving will be identified so support and QFT can be accessed to ensure accelerated progress is sustained. SLT and CTs will identify pupils to target who have the potential to achieve the GDS. Progress data will be monitored termly | The percentage of PP pupils achieving the GDS will have increased in reading writing and the attainment gap will have closed.       |



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|    | and HT, DH and SENCO will meet termly to discuss the progress of these children.  |  |
| C. | <b>Speech and language difficulties and poor oracy skills</b><br>Disadvantaged pupils identified as having speech and language difficulties will receive regular targeted support in the early years. Staff will be able to work alongside a SPLT accessing appropriate materials and strategies so appropriate support can be provided. Progress will be measured using Wellcomm materials for language development and reports from SPLT. | Rapid progress will be evident from monitoring Wellcomm assessments and from regular reviews of pupil progress who have had direct input from SPLT. Staff will feel confident supporting pupils and oral language and speech difficulties will not become a barrier to the acquisition of reading and writing skills in the early years.   |
| D. | <b>SEMH and Attachment difficulties</b><br>Disadvantaged pupils with emotional and mental health needs; including attachment difficulties and early trauma, will be identified by staff and appropriate support will be put in place. Identified TAs and Inclusion Manager will access Nurture UK training with the vision to establishing Nurture Provision from January 2021.   | To make the expected progress in their learning as well as be better equipped to meet day-to-day expectations. SDQ scores will be lowered and/or Boxhall Profile scores will be more in line with expected results.<br>Identified pupils will access Nurture provision and over-dependence on adult support will be reduced and they will successfully integrate back into their mainstream classroom.                       |
| E. | <b>Enrichment Opportunities</b><br>Parents/Carers more able to access help and financial support to ensure those pupils entitled to PP are not disadvantaged and can access enrichment opportunities. Children who are entitled to the PPG will receive a credit towards music lessons, educational visits (including residential) and other enrichment clubs as well as school uniform.  | Equal access to outside/enrichment activities; parents/carers know how to access support, signposted by Inclusion Manager.<br>Inclusion Manager and KS will monitor that parents access the credit provided to ensure pupils are benefitting from enrichment activities and purchasing appropriate uniform as required.  |
| F  | <b>Attachment and Early Trauma</b><br>Appropriate support will be allocated to disadvantaged pupils who may have suffered early trauma. This will be identified and monitored through on-going parental, pupil and staff discussions. School will have a designated ELSA who will support pupils needs as they arise.   | Disadvantaged pupils will make the expected progress in their learning as well as being better equipped to meet day-to-day expectations. SDQ scores will be lowered and/or Boxhall Profile scores will be more in line with expected results.<br>ELSA will undertake specific provisions to support identified pupils. Specific post-LAC pupils will access more specialist assessments as and when required e.g. Thrive OT. |



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| G | <b>Attendance</b><br>IM and HT will monitor pupil attendance on a weekly basis to ensure early intervention is achieved when less than 95% attendance occurs. Where attendance falls below 90% parents will be contacted and home-school agreements will be written as required. | Variation in PP and non-PP attendance will be reduced to no greater than +0.5%<br>Overall school attendance will be at least 97% overall. |
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| 5. Planned expenditure  |   |   |   |  |   |                            |
|---|---|---|---|--|---|----------------------------|
| Academic year   |   | 2019-20   |   |  |   |                            |
| 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                     | Cost                       |
| A. Improved attainment in writing for PP pupils.<br>B. Increased % of PP pupils achieve the GDS in writing and the variation between PP and non-PP pupils is reduced. | Talk for Writing – on-going CPD provided by English Lead.                                   | Writing has been identified as an area for whole school development and there are a significant number of disadvantaged pupils who are meeting the expected standard in writing. As a school, Talk for Writing has been introduced as a model that is used. It has already been associated with increased pupil engagement and talk is widely recognised as a strong approach to literacy development (eg Robin Alexander, Deborah Myhill, David Maytham) and this needs to be firmly embedded to ensure consistency in QFT across all year groups. | English Lead will continue to provide ongoing CPD to support staff in planning and teaching using the Talk for Writing principles. SLT and CTs identify pupils who have the potential to achieve the GDS in writing. Learning walks will demonstrate approaches being implemented across the school. Book scrutiny will evidence progress in children's writing. SLT will monitor termly data to ensure there is an increase in the number of children at the expected standard and beyond. | English Lead, Deputy Head and Head Teacher | Termly reviews (December, March and June)               | £1000 - staff CPD costings |
| C. Improved CPD for staff on supporting children with   | On-going CPD from Traded Services will be provided for staff working with children who have | A number of children have been identified as demonstrating significant speech and language difficulties which impact on their   | Evidence from learning walks of children receiving appropriate support from TA's implementing   | Inclusion Manager, SPLT                    | Review termly progress data provided by Traded Services | Costed below               |



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| speech and language difficulties and also poor oracy skills in Foundation Stage and KS1.   | speech and language difficulties.<br><br>Staff will access training in Colourful Semantics.  | overall literacy development. Our rationale is that early identification of these difficulties is vital in ensuring timely intervention in the early years. Staff need to be equipped with the most appropriate approaches and strategies to use with these children.   | guidance from SPLT. Evaluations of provisions. Feedback from staff on CPD provided.  |  |                  | £200 - training<br>£45 resources  |
| D. Appropriate support will be allocated to disadvantaged pupils who present with significant SEMH needs that present a barrier to learning. | Nurture UK training accessed by key adults will be shared with whole staff so nurture based principles are evident in whole school provision. On-going reviews of the PSHE/RE curriculum and SMSC needs across the school. | Over the past academic year an increasing number of pupils have presented with significant SEMH needs that are a barrier to their learning. This has created an over-dependence on 1:1 support. One pupil in 2019-20 accessed a dual placement at Vernon Terrace's nurture provision, which significantly reduced the child being at risk of exclusion. | IM and identified nurture TAs will disseminate training to all staff to ensure the importance of nurture based principles are understood by all. All staff will take responsibility for ensuring identification of pupils will SEMH needs as a barrier to learning are identified and appropriately supported. | Inclusion Manager, Nurture TAs, RE/SMSC Lead | Review July 2021 | Training Costs for 2 TAs<br>£1200 |

## 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                          | Cost   |
|--|--|---|--|-------------------|--|--------|
| A. Improve reading comprehension skills in Years 2, 4 and 6. | Implement Reading Gladiators programme with targeted PP pupils and others identified as off-track. | Reading data has indicated a number of year groups with children identified as off-track or not meeting the expected standard. On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities | English lead and SLT will review the impact of using Reading Gladiators through analysing termly data information. | English Lead, SLT | Termly data reviews of identified pupils in key year groups. | £2,700 |



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|   |  | and texts that provide an effective, but not overwhelming, challenge. (EEF)   |  |   |  |         |
| In-class support for pupils identified as off-track in core areas of English and Maths (this will include pot-holing and pre-teaching). | Small group and individual support for PP children provided in-class by HLTA's and TA's to develop children's knowledge and skills in maths and English. | This additional resource allows for many of the effective principles of teaching that are evidence-based by the EEF to be implemented more effectively including: Feedback (+8 months) & Small Group Tuition (+4 months). Pupils benefit from in-class support in small groups and 1:1 pot-holing provides pupils with immediate feedback and teaching and learning opportunities to deal with misconceptions. This approach also consolidates teaching and learning approaches identified in 2019/20 PP Strategy where the benefits were identified. | SLT will conduct learning walks to ensure vulnerable children and those who are off-track are receiving high quality in-class support. Termly pupil progress meetings and analysis of termly data using Insight. HT, DH and Phase Leaders will evaluate impact of support and adjust according to the needs of individual learners. HT, DH and English/Maths leads will scrutinise planning. | English Lead, Maths Lead, HT and SENDCo<br><br>Class Teachers | Termly reviews                             | £25,000 |
| B. To ensure that an increased number of PP Pupils achieve the GDS in Reading and Writing at the end of KS2.                            | Small group teaching from English Lead for upper KS2 pupils.   | This additional resource allows for many of the effective principles of teaching that are evidence-based by the EEF to be implemented more effectively including: Feedback (+8 months) & Small Group Tuition (+4 months).   | Regular monitoring and review of quality of provision and outcomes of children in upper KS2 using termly assessment tests, Book scrutiny and learning walks will also evidence the impact of this approach.  | English Lead  | Termly reviews (December, March and June)  | £10,000 |
| C. Improve children's speech and language skills.   | Early intervention for pupils with identified speech and language difficulties. 1:1 and small group intervention for pupils from Lizzie Parker           | Having used Traded Services during 2019/20 it was agreed to continue with this approach to target pupils identified as having Speech and language difficulties. Overall, studies of oral language interventions consistently show positive impact on learning,  | Close liaison between class teacher, Inclusion Manager and SpLT as appropriate. SPLT will monitor the progress of children with specific speech difficulties and feedback progress to IM termly.   | Inclusion Manager and Lizzie Parker (SpLT)                    | Termly Reviews in December, March and July | £3960   |



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|   | (commissioned SPLT through Traded Services)<br><br>Use Wellcomm materials to identify language difficulties and plan appropriate interventions.  | including on oral language skills and reading comprehension. The EEF found On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.   | Track progress of language development and how pupils' understanding of vocabulary correlates to their chronological age using BPVS. Pupil progress meetings.<br>Review interventions using Wellcomm materials.   |   |                                       | £1600 intervention TA time<br><br>£200 resources                         |
| D. Improved understanding of SEMH needs and difficulties and support pupils to enable them to reach their potential using nurture based principles and the ELSA role. | Individualised support as required for vulnerable pupils with SEMH needs e.g. Drawing and talking, Meet and Greet/ Time to Talk<br><br>Regular meetings between home and school to ensure pupils needs are understood and supported appropriately. | Staff are becoming increasingly more aware of the significant impact of SEMH needs and the barrier to learning that this can create. In April 2020 we were awarded the Bronze award as a TAMHS school. This support is a priority for some of our more vulnerable pupils. We recognise that early intervention for pupils and their families can improve outcomes long term. Improved social interaction enables pupils to participate in collaborative learning opportunities. | Regular review of individual provisions.<br><br>Pupil progress meetings.<br><br>Utilise advice and support from appropriate outside agencies as required.<br><br>SENDCo to continue to seek the views of our adoptive parents and the impact of support provided. | Inclusion Manager<br>Mental Health Co-ordinator, AS and JR (Drawing and Talking TA's) | July 2021<br><br><br>Every 6- 8 weeks | £6,880 (Time to talk/Meet and greet)<br><br><br>£10,000 (% of IM salary) |
|   | Provide an Adoption Support group to parents of adopted children.  | It was identified that within the LA there is not currently an Adoption Support Group and we recognise the high number of adopted children we have on roll (13 on roll from Sept 2020)  | Ascertain the needs and wishes of our post-LAC parents  | Inclusion Manager   | Termly reviews after group meetings   | £360   |
|   | Drawing and Talking intervention implemented for vulnerable learners where this has been agreed as an appropriate provision.   | Drawing and Talking has been successfully used as an intervention for the past 18 months – evidence of reduced SDQ scores.  | Monitor SDQ scores pre and post Drawing and Talking intervention.   | AS, JR  | Termly reviews                        | £1,600   |





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|  | <p>Train one TA in Drawing and Talking due to staff changes .</p> <p>Nurture Provision</p> <p>Emotional Literacy Support Assistant 1 afternoon each week</p>  | <p>Increased number of pupils with complex SEMH needs that require a high level of 1:1 support. Concern that pupils are becoming over-dependent on specific key adults. Nurture provision has had longstanding benefits to many pupils who have SEMH needs and whom have been risk of exclusion.</p> <p>Pupils will have access to 1:1 or small group support to help remove SEMH barriers to learning and subsequently have improved mental health.</p> | <p>Monitor Boxall Profile scores every 6 weeks.</p> <p>Monitor pre and post intervention information</p>  | <p>Inclusion Manager, AN, BH and SD</p> <p>Inclusion Manager and ELSA (AN)</p> | <p>Termly reviews from January 2021</p> <p>Termly reviews</p> | <p>£230</p> <p>£14,000 TA salary</p> <p>£5000 resource provision</p> <p>£1400</p> |
| <p>E. Provide enrichment opportunities and access to uniform for pupils entitled to the PPG.</p> | <p>Identify enrichment activities to support vulnerable pupils and provide families with a credit to their ParentMail account which they can use towards a range of experiences and/or uniform costs.</p> <p>Inclusion Manager to co-ordinate EHA's and support vulnerable families to ensure they access</p> | <p>The EEF state "We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment."</p>   | <p>Funding to support enrichment opportunities will be monitored by the Head Teacher and Inclusion Manager to ensure parents access their entitlement through the use of the credit system.</p> <p>The effectiveness of support provided through EHA's monitored every 6 weeks.</p> | <p>Head teacher, Inclusion Manager</p>   | <p>Review July 2020</p> <p>6 weekly reviews of EHA's</p>      | <p>£9850</p> <p>£5,500</p>  |





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|   | <p>appropriate and timely support.</p> <p>Identify a group of vulnerable children who would benefit from Notivate (composing and recording experience designed to raise self-confidence and development of musical skills).</p>  | <p>Notivate has been successfully provided for a number of years for vulnerable learners and pupils have reported feeling positive about their abilities and the increase in self-confidence.</p>  | <p>Discuss the impact of the Notivate experience with staff and pupils to evaluate the impact it has provided.</p>  | <p>Upper KS2 teachers,<br/>Inclusion Manager,<br/>Music Subject Lead</p> | <p>Review July 2021</p>   | <p>£1,500</p>   |
| <p>F. Appropriate support will be allocated for PP pupils who have suffered early trauma and/or have attachment difficulties.</p> | <p>Meet and greet time with key adults when required. Drawing and talking when identified as an appropriate intervention. Time to talk with key adults as required. Specialist assessments</p>   | <p>Staff are becoming increasingly more aware of the significant impact of SEMH needs and the barrier to learning that this can create.</p> <p>Maslow's Hierarchy also tells us that traumatic and negative experiences have a detrimental effect on children's ability to 'self-actualise' and learn.</p> | <p>Inclusion Manager to meet on a regular basis with parents of these children on a regular basis to review progress and provide timely support.</p>  | <p>Inclusion Manager and Teachers</p>                                    | <p>Review each half term</p>  | <p>Costings previously listed above</p> <p>£1200 (Specialist assessments)</p> |
| <p>G. Reduce variation in attendance of PP and non-PP pupils to – 0.5% (with an overall whole school aspiration of 97% +).</p>    | <p>Weekly reviews of whole school attendance figures ensuring pupils falling below 90% are identified and support is put into place. Staged approach to communicating with parents when attendance falls below 90% including the use of home school agreements where required.</p> | <p>Variation is evident between PP and non-PP attendance data.</p> <p>“Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes” (EEF)</p>   | <p>Inclusion Manager and HT will prioritise the monitoring of whole school and individual pupil attendance on a weekly basis. Timely intervention will be established when individual pupil's attendance becomes a concern.</p> | <p>Inclusion Manager and HT</p>  | <p>Weekly reviews of individual pupils who fall below 90%</p> <p>Termly reviews of key groups attendance data</p> | <p>£1200</p>  |



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| <b>Total budgeted cost</b> |  | <b>104,145</b> |
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## 6. Review of expenditure

### Previous Academic Year 2019/20

#### i. Quality of teaching for all

| Desired Outcome   | Chosen action/approach   | Estimated impact  | Lessons learned  | Total Spend 2019/20 |
|---|--|---|--|---------------------|
| A Improved Teacher CPD focusing on Talk for Writing for all staff. Further CPD will also be provided for Talk for Reading approaches  | Staff training on Talk for Writing.<br><br>On-going CPD for Talk for Reading will also be provided.                                | Improved reading and writing results across the school and reduce the gap between disadvantaged and non-disadvantaged learners.<br><br>Consistency of teaching and learning across the school and improved staff knowledge and skills in delivering T4W and T4R approaches. | Evidence from book scrutiny, planning and learning walks showed increased consistency of the teaching and learning across the school of Talk for Writing. In FS pupils engaged in the T4W learning from the autumn term compared to historically not beginning these units in the Spring term. Positive feedback from CDP opportunities.<br>Attainment in KS2 showed 91% met the expected standard in reading and 86% met the expected standard in writing. The gap between PP and non-PP pupils is still evident in writing with non-PP pupils (94%) outperforming PP pupils (65%) significantly. It must be noted 3 PP pupils are also identified as SEND and 1 pupil had significant attendance issues. Variation in KS2 reading results is less significant with 94% of non-PP pupils achieving the expected standard compared to 83% of non-PP pupils.<br>Writing is still an area of focus for pupils and it is important to note in both reading and writing girls are still significantly outperforming boys by the end of KS2 with only 1 girl not meeting the expected standard.<br>In KS1 there were only 3 PP pupils, 2 of which were only registered in the spring term of Y2 so variation is more challenging to compare. Overall 77% of pupils met the expected standard in writing compared to 91% in reading. This is comparable when considering the discrepancy between reading and writing at the end of each key stage. |                     |
| C Improved CPD for staff on supporting children with speech and language difficulties and also poor oracy skills in Foundation Stage. | On-going CPD will be provided for staff working with children who have speech and language difficulties from Maria Goodchild (SPLT | Improved staff confidence in supporting pupils with Sp and L difficulties. Effective targeted teaching based on regular   | From discussion with staff and parents pupils with identified SpL needs received targeted support and the regular reviews of progress ensured provision was appropriate for their needs.<br>4 children in FS were assessed during their first term of starting school and targeted support was provided. There are still a significant number of pupils in Year 1 with SpL needs that require ongoing support.   |                     |



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|  | commissioned through Traded Services)   | reviews by SPLT. Pupils with SpL difficulties will be identified in a timely manner and be assessed and receive appropriate support.   | Staff have expressed an interest in gaining further insight into using Colourful Semantics and it is hoped we can access this by using Traded Services again in the next academic year. Effective communication between school and preschools is also essential to ensure pupils needs are identified in a timely manner.   |  |
| D Appropriate support will be allocated to disadvantaged pupils who have attachment difficulties and may have suffered early trauma. | Zones of Regulation training will be provided to all staff.<br>On-going reviews of the PSHE/RE curriculum and SMSC needs across the school. | Children with SEMH needs will be supported through appropriate strategies and clearer whole class strategies will be utilised to support children who struggle to regulate their emotions. | The Zones of Regulation training was provided in September 2019 and ongoing support has been given to staff from the Specialist Support Service where individual children have been identified to access this support for identified needs. Displays have been evident from learning walks and this was included in the successful TAMHS application for the bronze award. Interventions have been successful in supporting children with a range of SEMH needs and they are familiar with the Zones language and utilising their toolbox of strategies to help regulate their needs. Need to continue to build this into whole school provision as well as consider further ways to support pupils with SEMH needs e.g. Nurture provision. |  |

## ii. Targeted Support

| Desired Outcome  | Chosen action/approach   | Estimated impact  | Lessons learned   |  |
|--|--|---|---|--|
| A. Improve reading comprehension skills in Years 2, 4 and 6.   | Implement Reading Gladiators programme with targeted PP pupils and others identified as off-track.                   | Pupils will achieve their potential in reading and this will be evident in termly progress data following assessments in this area. | Dec: 6 children from Y2 – 4 children at EXS and 2 at GDS (100%)<br>Year 4 – 3 EXS/6 (need to check results for other 2 children)<br>Year 6 – 6 children at EXS and 2 are GDS (100% EXS+)<br>Data from Feb 2020 was positive and this target was exceeded – end of term data not completed due to current situation. Staff feedback was consistently positive about this intervention from staff/pupils. This intervention will be used to support the teaching of reading in 2020-21. |  |
| Accelerate progress in maths, reading and writing by providing daily targeted support 1:1 to identified vulnerable | 20 Day Challenge<br>4 TA's will target 5 children daily on key areas of reading, writing or maths as identified from | Accelerated progress in key areas identified.   | The 20-day Challenge was trialled in the Autumn term and the success of this support varied across the groups of children who accessed this. In maths pupils reported feeling more confident after an intense number of sessions of support although some pupils became disengaged and were negative about being withdrawn frequently for this intervention. Support for pupils where writing was identified as the barrier was positive when working 1:1 although skills learnt were |  |



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| children who are not reaching their potential.  | pupil progress meetings and termly data.   |  | not always applied when returning to whole class teaching and learning/independent pieces. At the end of the Autumn term it was felt that pot-holes and pre-teaching were more effective in meeting pupils needs with staff being able to be more proactive in identifying those pupils who were in greater need of support and thus timely intervention was sustained.  |  |
| In-class support for pupils identified as off-track in core areas of English and Maths (this will include pot-holing and pre-teaching).   | Small group and individual support for PP children provided in-class by HLTAs and TAs to develop children's knowledge and skills in maths and English.                                       | Pupils will receive timely support when misconceptions have been identified in maths or English through pot-holes and pre-teaching. Pupils will be better prepared for subsequent lessons. | Pot-holes and pre-teaching are productive in ensuring a greater number of pupils receive timely intervention as required. In some classes the needs of specific children can make this support difficult to access so further support for pupils with SEMH needs will be planned for looking ahead. Evidence in book scrutinises show that pot-holes are a positive source of support in ensuring pupils receive timely support when misconceptions have occurred and the gap does not widen further.  |  |
| C. To ensure that SEND children eligible for PP as well as other vulnerable pupils secure secondary ready expectations by the end of KS2. | Small group teaching from DH for upper KS2 pupils who is also a SLE in maths.  | For pupils in identified group to receive QFT in a smaller group setting. Accelerated progress in maths and English will be sustained.   | 60% of pupils made accelerated progress when taught by the DHT in a smaller group setting for maths. Where progress was not sustained in 2 cases attendance was an issue along with wider external factors. 80% of pupils made at least expected progress in writing although attendance was an issue for 2 of these pupils again along with other factors. Overall this provision also benefited the other Year 6 pupils as they were taught in a small class size whilst DHT taught her group. Evidence of improved attainment shows an increased % of pupils achieved at least the expected standard in maths and reading compared to last year's cohort. Writing is still an area for development.   |  |
| D. Improve children's speech and language skills.   | Early intervention for pupils with identified speech and language difficulties. 1:1 and small group intervention for pupils from Maria Goodchild (commissioned SPLT through Traded Services) | Pupils with Speech and language needs will receive high quality, timely intervention to ensure accelerated progress can be made,   | 4 pupils in foundation stage were assessed in the Autumn term when difficulties were identified. Provision was identified with these pupils and effective home-school support was provided. During the Covid-19 pandemic the SPLT continued to provide support to parents and pupils even when they were not attending school. 6 pupils in KS1 received support and staff feedback was positive- staff felt better equipped to provide support for pupils as resources and provisions were updated in line with progress sustained. Time each week was available for staff and the SPLT to engage in purposeful dialogue about appropriate ways of supporting individuals. We have been fortunate to also have access to Maria Goodchild in addition to Lizzie Parker as she has been providing fortnightly support for a child with oral dyspraxia. |  |



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|  | Use Wellcomm materials to identify language difficulties and plan appropriate interventions.  |  | This will continue next academic year as we are aware of a number of pupils due to start in September 2020 with SpL needs identified.<br>IM will also ensure the WellComm materials are utilised next year in FS to quickly identify any gaps in pupils early oral language skills.  |  |
| E. Improved understanding of SEMH needs and difficulties and support pupils to enable them to reach their potential. | <p>Individualised support as required for vulnerable pupils with SEMH needs e.g. Drawing and talking, Meet and Greet/ Time to Talk</p> <p>Regular meetings between home and school to ensure pupils needs are understood and supported appropriately.</p> <p>Train a member of staff in Lego therapy.</p> <p>Train a member of staff to become an ELSA</p> <p>Provide an Adoption Support group to parents of adopted children.</p> <p>Drawing and Talking intervention implemented for vulnerable learners where this has been agreed as an appropriate provision.</p> | <p>Pupils with SEMH needs will access appropriate support.</p> <p>Pupils who find transitions challenging will be supported by key adults.<br/>Effective communication will be established between parents, pupils and professionals.<br/>Lego Therapy will become a provision for supporting pupils.<br/>School will have a trained ELSA.</p> <p>Parents of Post-LAC pupils will access support from the IM and each other as required.</p> <p>Pupils will access Drawing and Talking if required to meet their SEMH needs.</p> | <p>As a school we have an increasing number of pupils with SEMH needs that require additional adult support. Key adults are in place for these children but we recognise that some pupils are becoming over-dependent. IM has accessed funding to training a small number of TAs in nurture provision with a view to establishing this provision from January 2021.</p> <p>Key adults have established excellent relationships with pupils and transitions from home to school have been successful with this support. Staff have accessed training on ascertaining pupils voice using the Signs of Safety model.</p> <p>The Inclusion Manager co-ordinates regular meetings with parents of pupils when there are concerns about a child's SEMH needs. Effective home school liaison is in place for many of our Post-LAC pupils as we recognise the level of need that could be masked in the school environment. Parents are confident to ask for support and timely intervention is established when difficulties arise. This year one pupil's attendance was significantly compromised by anxiety/OCD and on-going support was provided throughout the Covid-19 pandemic to ensure the pupil was still able to access the school environment to improve longer term outcomes.</p> <p>Lego therapy has successfully been used as an intervention for 1 term and pupils' gave positive feedback at the end of the intervention. Staff reported observing pupils utilising the skills learnt. This will be used again as a provision next year.</p> <p>Only 2 ELSA sessions were accessed due to the Covid-19 pandemic, Sessions will be completed Spring 2021. Two afternoons a week next academic year will be provided to enable the ELSA to begin to offer provisions for pupils with SEMH needs.</p> <p>The adoption support group was accessed by half of our parents of adopted children and they gave positive feedback about accessing these informal times to access support from each other as group.</p> <p>Drawing and Talking intervention evidenced lowered SDQ scores for most pupils. When these scores were not lowered it was recognised that some of these pupils had more complex external factors impacting on their well-being.</p> |  |



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| <p>F. Provide enrichment opportunities for pupils entitled to the PPG.</p>  | <p>Identify enrichment activities to support vulnerable pupils and provide families with a credit to their ParentMail account which they can use towards a range of experiences.</p> <p>Family Support Worker to co-ordinate EHA's and support vulnerable families to ensure they access appropriate and timely support.</p> <p>Identify a group of vulnerable children who would benefit from Notivate (composing and recording experience designed to raise self-confidence and development of musical skills).</p> | <p>A clear credit system will enable parents to access funding to support pupils' access to enrichment experiences including educational visits, before and after school clubs, music lessons.</p> <p>Timely intervention is provided to pupils and families with more complex needs.</p> <p>Pupils will access a composition</p> | <p>Parents have accessed the funding available and this has been managed effectively to ensure there is a clear and consistent system of entitlement. As a school we recognised the benefit of enrichment activities particularly for our post-LAC pupils and therefore their annual credit has been increased by £75 a year. Additional funding is also provided to support the Year 6 residential.</p> <p>We identified that there are fewer opportunities for parents of FS pupils to spend this credit on extra-curricular activities and therefore we will encourage them to also use this to support purchasing uniform. If pupils become entitled to the PPG part way through the year their entitlement will be based on the number of terms left for the academic year.</p> <p>The FSW left the school in October 2019 and the school's Inclusion Manager became full-time in this role and took over the co-ordination of EHA's to support vulnerable families. This is currently working well but will be reviewed annually according to the needs of our pupils and families and the IM's teaching commitment. A benefit to establishing a full-time IM has been the continuity of support provided and seamless communication.</p> <p>Pupils benefit greatly from accessing Notivate and for many of our vulnerable pupils they have reported feeling more confident about their abilities after accessing the project. Pupils engage well in the experience and this will be continued next year.</p> |  |
| <p>G. Appropriate support will be allocated for PP pupils who have suffered early trauma and/or have attachment difficulties.</p> | <p>Meet and greet time with key adults when required. Drawing and talking when identified as an appropriate intervention. Time to talk with key adults as required.</p>   | <p>Pupils who have experienced early trauma and attachment difficulties will have their needs well met and staff will be knowledgeable in providing early intervention.</p>   | <p>Positive feedback from staff, parents and pupils about the importance of relationships with key adults in ensuring needs are well met and good attendance is sustained. 2 pupils have had additional assessments funded by school from Thrive OT to ensure they can access individualised support for sensory regulation.</p> <p>Drawing and Talking has been used consistently each term to provide support for learners – lowered SDQ scores evidence the impact of this support.</p> <p>Support provided from John Farndon (in his role of EIO for LAC pupils) has increased staff knowledge and further resources have been purchased to support pupils verbalising their thoughts, worries and wishes. The benefits of these materials have been shared by staff when ascertaining pupil voice.</p>   |  |



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|  |  |  | Total Spent 2019/20 | 96,500 |
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