

# **new wave** federation

## Pupil Premium Strategy Statement

Grazebrook Primary School  
September 2019



Summary information					
School	Grazebrook Primary School				
Academic Year	2019-20	Total PP budget	£111,860	Date of most recent PP Review	July 19
Total number of pupils	455	Percentage of pupils eligible for PP	15%	Date for next internal review of this strategy	Dec 19

Current Attainment		
KS2 2019 Provisional Data	<i>KS2 Pupils eligible for PPG: (12 pupils)</i>	<i>National average for all pupils (provisional)</i>
% achieving the expected standard or above in Reading, Writing and Mathematics	Reading: 75% Writing: 75% Maths: 50%  RWM Combined: 42%	Reading: 73% Writing: 78% Maths: 79%  RWM Combined: %
Average progress scores in Reading, Writing and Mathematics	Reading: 0.6 Writing: 2.2 Maths: 2.2	
Average scaled score in Reading and Maths	Reading:102 Maths: 104	Reading:104 Maths:105
% achieving a high level of attainment in Reading, Writing and Mathematics	Reading: 8% Writing: 17% Maths: 25%  RWM Combined: 8%	Reading: 27% Writing: 20% Maths: 27%  RWM Combined: 11%

## Barriers to future attainment (for pupils eligible for PP)

### In-School Barriers

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| <b>A.</b> | <i>Non-disadvantaged pupils at Grazebrook have typically higher starting points; the gap is wide on entry and there is a noticeable in-school gap in some key areas, especially at Greater Depth or Exceeding Standards.</i>  |
| <b>B.</b> | <i>Non-disadvantaged pupils at Grazebrook often have highly aspirational parents who are very motivated to support their children's learning. For a number of possible reasons, for example; due to working hours, childcare concerns, comparatively low proficiency in spoken and written English at home, insufficient space for homework and others, our PPG pupils may not have access to the same levels of parental support outside of school.</i>  |
| <b>C.</b> | <i>Comparatively low access to enrichment activities and resources compared to peers meaning limited opportunities to develop cultural capital; many of our disadvantaged pupils come from low-income families who are not able to provide access to opportunities our non-disadvantaged pupils are accessing outside of school. Grazebrook is committed to providing access to experiences, both in and beyond the classroom, which will enrich pupils' vocabulary, creativity and imagination as well as their knowledge and understanding.</i> |

### External Barriers

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| <b>D.</b> | <i>Higher levels of external agency intervention among some disadvantaged pupils. A larger proportion of pupils who are PPG also have additional support from professionals such as Family Support, Speech and Language specialists and Educational Psychologists.</i> |
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Desired Outcomes		Success Criteria
A.	<i>To further reduce in-school attainment gaps between disadvantaged pupils and others where gaps occur.</i>	<ul style="list-style-type: none"> <li>● <i>Research-led and evidence-based teaching practice will lead to rapid progress in reading, writing and maths for disadvantaged pupils.</i></li> <li>● <i>Frequent and robust monitoring and data analysis will show gaps and allow teachers and leaders to act on these promptly and effectively</i></li> <li>● <i>End of Key Stage data will show gaps continuing to narrow across all subjects and for the combined RWM measure and that PPG pupils at Grazebrook continue to perform well in comparison to national ‘others’</i></li> <li>● <i>Year 5 and 6 pupils split into smaller groups for Maths and English to allow for more targeted teaching</i></li> <li>● <i>Pupils across the school taught in smaller, targeted groups for English lessons which precisely match their needs and lead to rapid progress.</i></li> <li>● <i>The continued explicit teaching of vocabulary will lead to greater fluency when reading and high standards of spoken and written language for all pupils.</i></li> <li>● <i>Pupils will experience a wide range of enrichment activities and resources that support them in their development of general knowledge and cultural capital.</i></li> </ul>
B.	<i>To build on previous successes with raising aspirations and opportunities for disadvantaged pupils by giving them good levels of enrichment experiences, general knowledge, a wide vocabulary and high levels of resilience and determination.</i>	<ul style="list-style-type: none"> <li>● <i>Parent and pupil voice will continue to demonstrate higher aspirations for PPG pupils</i></li> <li>● <i>Children will show high expectations of themselves and confidently discuss their aspirations for the future</i></li> <li>● <i>Higher levels of PPG participation in enrichment activities and additional provision will raise aspirations for the future</i></li> <li>● <i>Increased levels of attendance for PPG pupils so that pupils are more frequently in school and learning</i></li> </ul>

		<ul style="list-style-type: none"> <li>● <i>PPG parents will regularly attend parent workshops, coffee mornings and 'Come Learn with Me' will increase family engagement and participation with education that will continue beyond their primary education.</i></li> <li>● <i>A wide range of enrichment experiences will broaden pupils' horizons and build their cultural capital and general knowledge.</i></li> </ul>
C.	<i>To increase the number of disadvantaged pupils attaining at higher levels in all Key Stages.</i>	<ul style="list-style-type: none"> <li>● <i>End of Key Stage data will show increased percentage of pupils attaining Greater Depth results at end of each Key Stage.</i></li> <li>● <i>Frequent and robust monitoring and data analysis will allow leaders and teachers to identify and act on gaps promptly.</i></li> <li>● <i>Detailed gap analysis will allow staff to precisely target areas of need for those working towards greater depth.</i></li> <li>● <i>Pupils learning will show high levels of stretch and challenge for all.</i></li> <li>● <i>Through the excellent design of learning opportunities, as well as the use of digital technology, pupils will gain greater conceptual understanding and deepen subject knowledge</i></li> <li>● <i>A focus on vocabulary acquisition will support all learners to articulate themselves with a wider range of vocabulary in different contexts.</i></li> <li>● <i>A renewed focus on challenge in Mathematics will provide pupils with a depth of knowledge and increased reasoning skills.</i></li> <li>● <i>Enriched learning experiences will deepen pupils' conceptual understanding and capacity to work at greater depth.</i></li> </ul>
D.	<i>To further improve the attendance and punctuality averages for PPG pupils so the gap is diminished in comparison to their peers. Pupils will attend school regularly and as a result will achieve improved outcomes.</i>	<ul style="list-style-type: none"> <li>● <i>Focused support for identified families from the pastoral team will improve attendance and punctuality for those pupils</i></li> <li>● <i>Further workshops and communications will ensure the profile of attendance remains raised and all families understand the importance of attending regularly as well as the school's procedures around attendance</i></li> </ul>

Planned Expenditure					
Academic Year		2019-20			
1. 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?
<p><i>Research-led and evidence-based teaching practice will lead to rapid progress in learning across the curriculum.</i></p> <p><i>Quality-first teaching is engaging and creative and drives progress for all pupils</i></p>	<p><i>A bespoke CPD program focussing on what teachers specifically need to develop their practice will develop all teaching staff's skills to become excellent practitioners.</i></p> <p><i>CPD and SLT mentoring of teaching staff will support the planning of learning opportunities that improve engagement and outcomes for all.</i></p> <p><i>Cross-federation</i></p>	<p><i>When teaching and learning is excellent, all pupils benefit and achievement is improved.</i></p> <p><i>Professional development for staff will lead to strong practitioners who will have greater impact on outcomes for pupils</i></p> <p><i>EEF research shows that effective CPD</i></p>	<p><i>The school's monitoring and evaluating cycle will ensure that the strengths and areas for development for all staff are quickly identified and acted upon. Skilled leaders will support all teachers to challenge all pupils. They will provide coaching and modelling to ensure staff are confident in planning engaging and creative learning opportunities that strengthen pupils attainment.</i></p> <p><i>Pupil Attainment Reviews, led by Senior Leaders, will support staff with planning for and adapting to the needs of all pupils, especially those who are</i></p>	<p><i>JH DK HS DW</i></p>	<p><i>Monthly</i></p>

<p><i>Teaching and learning opportunities are precisely designed to meet the needs of all pupils through creative lessons which challenge pupils and develop their curiosity and inquisitiveness</i></p>	<p><i>collaboration will allow for a greater wealth of support for staff, who can draw on the expertise from across the schools. The opportunities for peer learning across the schools will further support teacher's professional development and understanding of strategies that can support PPG pupils.</i></p> <p><i>The Teaching School offers additional professional development opportunities for all staff, for example through the Outstanding Teacher Programme which further consolidates the practice of excellent teachers.</i></p>	<p><i>for staff has high impact on quality of teaching and pupil attainment</i></p>	<p><i>PPG. Through these reviews, identified pupils will be closely monitored and supported to achieve strong outcomes.</i></p> <p><i>Teachers will have a professional development pathway that is adapted to their needs and provides a personal approach to their CPD. This will be supported by the Teaching School offer to further develop excellent practice.</i></p>		
<p><i>All pupils will continue to use digital technology as a tool to enhance their learning and to showcase learning in creative and innovative ways</i></p>	<p><i>The innovative use of technology within our classrooms will continue to enhance quality-first teaching through creative and engaging learning opportunities for pupils. Pupils will be independent, curious and creative learners who are</i></p>	<p><i>Research has shown that digital technologies have a positive impact on pupil attainment: 'EdTech presents an opportunity to help level the playing field and create</i></p>	<p><i>The school's Apple Distinguished Educator and digital lead will provide tailored, quality support for teachers when using new technologies.</i></p> <p><i>Through planning support, modelled lessons and coaching, all teachers will become proficient in designing engaging learning opportunities for all</i></p>		

	<i>proficient in using technology to design their own learning opportunities and create their own content.</i>	<i>more equal opportunities for every child.’ (Reform Think Tank report - Beyond Gadgets 2018)</i>	<i>pupils. Pupils will be developed to be independent and creative learners with an innate enthusiasm for digital learning, especially coding.</i>		
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<b>Total budgeted cost</b>					<b>£32,000</b>
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<b>2. Targeted Support</b>					
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<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<i>To increase PPG pupils’ levels of attainment in maths at end of KS2</i>	<i>Focused feedback and marking will provide dialogue which develops pupils maths skills.  Detailed gap analysis and assessment tracking will support teachers and leaders to identify pupils needs in order to target teaching for progress in maths.</i>	<i>in 2019 43% of PPG pupils at the end of KS2 achieved the expected standard or above in Writing compared to 90% of the whole cohort.  Setting in Year 5 will ensure that the gap</i>	<i>Experienced teachers and members of senior leadership will be the additional teachers in year 5 and 6.  SLT will closely monitor the attainment throughout the year ensuring that the needs of pupil premium children are being considered and the additional support provided as required.</i>	<i>JH DK DW</i>	<i>Fortnightly</i>

	<p><i>Additional teachers in KS2 to allow pupils to be split up into smaller groups.</i></p> <p><i>Additional intervention groups will be planned and actioned to address gaps in knowledge and understanding.</i></p> <p><i>Earlier start of splits for Maths teaching and for booster classes to ensure that support is targeted and sustained.</i></p> <p><i>Maths lead to support planning for and monitoring of pupil attainment.</i></p> <p><i>Fortnightly Pupil Progress reviews for pupils identified as vulnerable</i></p> <p><i>Daily Arithmetic lessons embedded across KS2</i></p>	<p><i>is closed as much as possible in advance of pupils entering year 6.</i></p>	<p><i>PUMA test results will used alongside regular arithmetic assessments and classroom observations to ensure that PPG pupils are not falling behind.</i></p> <p><i>Intervention impact reviews will identify those interventions that are most successful for pupils.</i></p>		
<p><i>To increase PPG pupils; levels of progress in reading through the</i></p>	<p><i>CPD to develop teachers' skills in nurturing a love of reading in their pupils, particularly those who have not developed this independently or with family</i></p>	<p><i>Research shows that pupils who enjoy reading make far greater progress</i></p>	<p><i>Class teachers will track reading through the guided use of AR books and STAR reading tests alongside independently chosen books.</i></p>	<p><i>JH DK DW HS</i></p>	<p><i>Fortnightly</i></p>

<p><i>development of a love of reading.</i></p>	<p><i>support.</i></p> <p><i>Federation focus on reading for pleasure through a range of initiatives including author visits and pupils keeping their own 'reading album'.</i></p> <p><i>Whole school initiatives embedding the Joy of Reading will include additional targeted support for PPG pupils.</i></p>	<p><i>across the curriculum.</i></p> <p><i>Pupils will only reach greater depth standard if they love reading and therefore read regularly.</i></p> <p><i>In 2019, no pupil premium pupils achieved the greater depth standard in reading.</i></p>	<p><i>Increasing access to books for PPG pupils for example through trips to the local library or bookshop, especially for those who may not have access to a wide range of books at home</i></p> <p><i>SLT will monitor the progress and attainment through the use of PIRA results and STAR reading tests, accompanying action plans to target support to pupils needs, identified through detailed gap analysis</i></p> <p><i>Pupil voice surveys will be carried out to track pupils' attitudes to reading so that recommendations and purchases can be linked to interest.</i></p>		
<p><i>Writing attainment for PPG pupils to further improve writing progress scores at the end of KS2.</i></p>	<p><i>Highly skilled, additional teachers to support pupils across KS2 to make strong progress in writing</i></p> <p><i>Quality CPD provided by highly skilled professionals will ensure all staff have a strong understanding of the importance of building pupils' vocabulary for writing.</i></p>	<p><i>Across KS2 PPG pupils make strong progress in writing.</i></p> <p><i>Research shows that children from affluent backgrounds have a significantly wider vocabulary on entering primary</i></p>	<p><i>CPD will increase staff understanding of vocabulary acquisition and development and improve the direct teaching of vocabulary across lessons and subject areas. Monitoring of the teaching of vocabulary will increase teacher accountability for language acquisition.</i></p>	<p><i>JH DK DW</i></p>	<p><i>Fortnightly</i></p>

	<p><i>Writing opportunities across the curriculum and based on enrichment activities will engage and enthuse pupils and provide for stronger outcomes.</i></p> <p><i>Focused feedback and marking will provide dialogue which develops pupils writing skills.</i></p> <p><i>Detailed gap analysis and assessment tracking will support teachers and leaders to identify pupils needs in order to target teaching for progress in Writing.</i></p>	<p><i>school than those from lower income or disadvantaged backgrounds</i></p>	<p><i>Monitoring and evaluation of teaching and learning across the school, with a focus on PPG progress in Writing.</i></p> <p><i>SLT to schedule and monitor a range of enrichment activities that provide high quality stimulus for writing.</i></p> <p><i>Detailed assessment tracking and cross-federation moderation in writing will allow leaders to evaluate the impact of strategies.</i></p> <p><i>Intervention impact reviews will identify those interventions that are highly successful for pupils.</i></p> <p><i>Pupil attainment reviews will have a clear focus on progress for PPG pupils writing to increase teacher accountability.</i></p>		
<p><i>To increase numbers of PPG pupils achieving the greater depth standard in each</i></p>	<p><i>Additional teachers working in y5 and 6 on greater depth skills to increase the number of pupils working at the GDS.</i></p>	<p><i>Pupils leaving primary school with GDS are more likely to achieve higher outcomes at GCSE</i></p>	<p><i>Monitoring and evaluation of teaching and learning across the school, with a focus on greater depth attainment will take place fortnightly and be used to assess, review and adapt to ensure maximum impact.</i></p>	<p><i>JH DK DW HS</i></p>	<p><i>Fortnightly</i></p>

<p><i>subject at the end of KS1 and 2</i></p>	<p><i>Detailed gap analysis and assessment tracking will support teachers and leaders to identify pupils needs and target teaching for greater depth.</i></p> <p><i>Further focus in monitoring and evaluation processes on depth and challenge within lessons will ensure greater levels of teacher accountability for higher attaining PPG pupils.</i></p> <p><i>Tailored CPD will develop staff skills to provide depth and challenge and thereby improving outcomes at the GDS. SFA development leads will provide masterclasses to further develop practice.</i></p> <p><i>Cross-federation collaboration will allow for a greater wealth of support for staff, who can draw on the expertise from across the schools. The opportunities for peer learning across the schools</i></p>	<p><i>and to go on to further education</i></p> <p><u><i>KS2 Attainment</i></u></p> <p><i>No PPG pupils at the end of KS2 achieved the greater depth standard in Reading compared to 47% of the whole cohort.</i></p> <p><i>14% of PPG pupils at the end of KS2 the greater depth standard in Writing compared to 44% of the whole cohort.</i></p> <p><i>14% of PPG pupils at the end of KS2 achieved the greater depth standard in maths compared to 35% of the whole cohort.</i></p> <p><u><i>KS1 Attainment</i></u></p>	<p><i>Progression on to the SFA programme for pupils in KS1 who are confident readers will provide a range of deeper comprehension skills for PPG pupils. SFA development leads will provide external review of the impact of the programme for pupils.</i></p> <p><i>Detailed assessment tracking and cross-federation moderation will allow leaders to evaluate the impact of strategies.</i></p> <p><i>Intervention impact reviews will identify those interventions that are most successful for pupils.</i></p> <p><i>Pupil attainment reviews will have a clear focus on those pupils at or working towards the greater depth standard to increase teacher accountability</i></p>		
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	<p><i>will further support teacher's professional development and understanding of strategies that can support PPG pupils working at or towards greater depth.</i></p> <p><i>Focused feedback and marking for greater depth will provide additional challenge for pupils at or working towards the greater depth standard.</i></p> <p><i>Targeted intervention for those pupils who are potential PPG higher attainers will ensure that pupils have additional support to make greater depth standards</i></p>	<p><i>30% of PPG pupils at the end of KS1 achieved the greater depth standard in Reading compared to 38% of the whole cohort.</i></p> <p><i>20% of PPG pupils at the end of KS1 achieved the greater depth standard in Writing compared to 35% of the whole cohort.</i></p> <p><i>30% of PPG pupils at the end of KS1 achieved the expected standard or above in Maths compared to 38% of the whole cohort</i></p>			
<b>Total budgeted cost</b>					<b>£55,000</b>

### 3. Other Approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><i>To provide wider access to Enrichment and Extended Services for PPG pupils so aspirations and opportunities are broadened.</i></p>	<p><i>Undertake a focus on enrichment programmes across the federation, creating high quality experiences for all pupils. Particularly focus on providing experiences which build engagement, general knowledge and cultural capital.</i></p> <p><i>Enrichment activities and experiences will be available across the federation for as many pupils as possible. PPG pupils will be eligible for fully funded Enrichment activities.</i></p> <p><i>Subsidies for trips and residential activities will ensure that all pupils are able to participate regardless of background.</i></p>	<p><i>Research into learning shows that general knowledge gained from wide experiences assists with retention of information in long term memory.</i></p> <p><i>Pupils may feel socially isolated without access to enrichment opportunities</i></p> <p><i>Higher aspirations motivate and encourage pupils to engage with learning and to build resilience</i></p>	<p><i>Pupil and parent feedback shows high levels of engagement and impact on aspirations for pupils attending events.</i></p> <p><i>Clubs sign-up analysis will show that a high percentage of PPG pupils are engaging with the After School provision.</i></p> <p><i>Pupils will report positive experiences from Enrichment and other extended offer activities.</i></p> <p><i>Quality assurance of After School provision and Enrichment will show effectiveness in increasing engagement and raising participation and aspirations for pupils.</i></p>	<p><i>BD, DK, TMB</i></p>	<p><i>Half-termly</i></p>

	<i>Subsidised breakfast club, Our Space and Sports provision will ensure that all pupils have access to a broad range of extracurricular activities.</i>				
<i>To narrow the gap between PPG and non-PPG pupils attendance and punctuality % so that a greater number of PPG pupils have good or excellent attendance</i>	<p><i>Attendance parent workshop with HLT AO will ensure parents understand the importance of good attendance, address some common misconceptions around attendance and provide parents with some strategies to use to help improve their child's attendance.</i></p> <p><i>Frequent attendance meetings, supported by the AO, with targeted families will ensure attendance is a focus for our targeted families and support parents with strategies to improve attendance.</i></p> <p><i>Funded Breakfast Club places ensure identified pupils are in school before the school day begins and are well fed and able to focus on learning.</i></p>	<p><i>While there has been a closing of the gap in attendance between PPG and NPPG pupils within the school , Some PPG pupils remain persistent absentees.</i></p> <p><i>DfE research shows a clear link between attendance and attainment at the end of KS2</i></p> <p><i>Pupils with good attendance are more likely to stay in education beyond compulsory school age which in turn</i></p>	<p><i>Prompt identification and intervention for pupils with low or falling attendance will improve attendance for those identified pupils.</i></p> <p><i>Weekly Attendance Review Meetings and analysis of impact will demonstrate effectiveness of policy and its application.</i></p> <p><i>Half termly attendance overview monitoring and analysis for identified groups and individuals will allow for more effective support to improve attendance percentages.</i></p> <p><i>Attendance Officer impact analysis will monitor the impact of PCN and pre-PCN warnings for improving attendance, including the impact of any PCN or PCN warning letters.</i></p>	<i>JH, DK, JS, HLT AO</i>	<i>Monthly</i>

		<i>will improve later career options.</i>			
<i>Ensure that all pupils have necessary access to targeted intervention and/or support from additional professionals or external services from an early age to allow them greater access to learning</i>	<p><i>Early identification of children new to the school and EYFS pupils vulnerable of underachievement so appropriate intervention or external agency referrals occur promptly.</i></p> <p><i>Identified children receive additional support, e.g. one to one input from speech &amp; language therapist. This will ensure that they make rapid progress in identified areas and are able to access learning more effectively.</i></p>	<i>Early access to additional services allows gaps to be diminished at earlier stages in pupils' lives allowing them to be successful throughout their education.</i>	<p><i>Analysis of provision map for school-based and additional services will ensure that pupils needs are identified promptly and provision is allocated accordingly to reduce barriers to learning.</i></p> <p><i>Review of speech and language groups will ensure that groups are high impact and pertinent to pupil need.</i></p> <p><i>Clear systems in place to teach vocabulary</i></p> <p><i>Frequent monitoring of identified pupil progress (especially in EYFS) will lead to accelerated progress for those pupils.</i></p> <p><i>Focused pupil shadowing by SLT will support the identification of areas to develop within the school.</i></p> <p><i>Regular learning walks and feedback on quality of interactions in EYFS followed by further professional</i></p>	<i>JH, DK, JS</i>	<i>Monthly</i>

			<p><i>development for team members will support progress for pupils.</i></p> <p><i>Intervention and external support quality assurance will allow the school to build on the most successful interventions and support for pupils.</i></p>		
<b>Total budgeted cost</b>					<b>£31,000</b>

Review of Expenditure				
Previous Academic Year		2018-19		
1. Quality of Teaching for All				
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
<p><i>Teaching and learning opportunities meet the needs of all pupils</i></p> <p><i>Quality first teaching drives progress for all pupils</i></p>	<p><i>CPD program</i></p> <p><i>Cross-federation collaboration</i></p> <p><i>Appraisal</i></p> <p><i>Teaching School Offer</i></p> <p><i>CPD</i></p> <p><i>Coaching and mentoring</i></p> <p><i>SLT targeted support</i></p>	<p><u><i>KS2 Attainment</i></u></p> <p><i>86% of PPG pupils at the end of KS2 achieved the expected standard or above in Reading compared to 90% of the whole cohort.</i></p> <p><i>86% of PPG pupils at the end of KS2 achieved the expected standard or above in Writing compared to 93% of the whole cohort.</i></p> <p><i>43% of PPG pupils at the end of KS2 achieved the expected standard or above in Writing compared to 90% of the whole cohort.</i></p> <p><u><i>KS1 Attainment</i></u></p> <p><i>90% of PPG pupils at the end of KS1 achieved the expected standard or</i></p>	<p><u><i>Overall</i></u></p> <p><i>There are substantial successes for PPG in comparison to ‘others’ nationally at most assessment points.</i></p> <p><i>The rigorous nature of the monitoring cycle has led to early identification of areas of development for staff and an improvement in the Teaching Profile of the school.</i></p> <p><u><i>KS2</i></u></p> <p><i>The attainment in maths at the end of KS2 was too low and so this will be a focus of next year’s strategy to ensure this is not repeated.</i></p> <p><i>An increased focus is needed on Pupil Attainment Reviews for PPG pupils aspiring to Greater Depth in RWM combined, especially across KS2.</i></p> <p><u><i>KS1 and EY</i></u></p>	£25,800

		<p><i>above in Reading compared to 92% of NPPG.</i></p> <p><i>90% of PPG pupils at the end of KS1 achieved the expected standard or above in Writing compared to 90% of the whole cohort.</i></p> <p><i>90% of PPG pupils at the end of KS1 achieved the expected standard or above in Maths compared to 93% of the whole cohort.</i></p> <p><u><i>Phonics test</i></u></p> <p><i>97% of the cohort pupils passed the phonics test. 86% of PPG pupils passed the test with one child working towards the expected standard.</i></p>	<p><i>Additional support and targeted interventions had high levels of success, especially in EYFS and Phonics screen where in-school gaps were diminished at Expected Standards.</i></p> <p><i>Phonics monitoring and targeted interventions have been highly successful.</i></p> <p><i>High quality teaching in Reception has seen excellent outcomes for pupils at the end of EYFS. A Local Authority moderation visit confirmed accurate assessments are taking place.</i></p> <p><i>Rigorous monitoring and assessment has led to highly accurate tracking of pupils and their phonological knowledge. Quality phonics teaching has also led to high outcomes for PPG pupils. The impact of the phonics coaching CPD is evident.</i></p>	
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<p><i>All pupils will use digital technology as a tool to enhance their learning and to showcase learning in creative and innovative ways</i></p>	<p><i>Develop Pupils' independence, curiosity and creativity alongside by becoming proficient in using technology to design their own learning opportunities and create their own content.</i></p>	<p><i>Pupils will develop essential skills for their futures through becoming confident users of technology. They will develop their ability to be creative, think critically and have a thirst for knowledge and learning.</i></p>	<p><i>iPad use has been fully embedded in all aspects of the teaching and learning within the school. This has allowed a broad range of learning experiences for the pupils and helped them to develop new skills.</i></p> <p><i>The consistent use of ipads and the high levels of availability has broken down the barriers to using technology that some disadvantaged pupils may face.</i></p> <p><i>Pupils have learnt extensively about the productive, safe and responsible use of technology and demonstrate this throughout their learning.</i></p>	<p>£15,500</p>
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## 2. Targeted Support

Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
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<p><i>Across KS2 PPG pupils make strong progress in Writing to further improve writing progress scores at the end of KS2</i></p>	<p><i>Quality-First Teaching</i></p> <p><i>Targeted Intervention</i></p> <p><i>Additional teacher in Year 6 English sessions</i></p> <p><i>Enrichment program</i></p>	<p><i>86% of PPG pupils at the end of KS2 achieved the expected standard or above in Writing compared to 93% of the whole cohort.</i></p> <p><i>Average progress in writing for PPG pupils was 2.8 at end of KS2 in 2019 which reflects the positive impact of the focus on writing that has been put in place.</i></p>	<p><i>Detailed feedback and marking with targeted steps for improvement ensured strong progress for pupils. For a few PPG pupils, although progress was good, it was not sufficiently rapid to bring attainment up to expected levels.</i></p> <p><i>Strong cross-curricular writing opportunities gave pupils the opportunity to apply skills in a wider range of contexts.</i></p> <p><i>Effective use of digital technology supported pupils in planning and evaluating their writing, allowing them to further refine their skills.</i></p> <p><i>The support provided by the additional Year 6 teacher for writing allowed further targeted support which improved outcomes for pupils.</i></p>	<p>£19,500</p>
<p><i>To increase numbers of PPG pupils achieving the greater depth standard in each subject at the end of KS1 and 2</i></p>	<p><i>Quality-First Teaching</i></p> <p><i>Targeted Intervention</i></p>	<p><u><i>KS2 Attainment</i></u></p> <p><i>No PPG pupils at the end of KS2 achieved the greater depth standard in Reading compared to 47% of the whole cohort.</i></p>	<p><u><i>KS2</i></u></p> <p><i>There is a significant deficit in attainment at Greater Depth standard in all subjects for PPG pupils.</i></p> <p><i>This will require a renewed focus in the coming academic year with a dual emphasis on both year 5 and 6. The</i></p>	<p>£18,000</p>

	<p><i>Additional teacher in Year 6 English and Maths sessions</i></p> <p><i>Enrichment program</i></p>	<p><i>14% of PPG pupils at the end of KS2 the greater depth standard in Writing compared to 44% of the whole cohort.</i></p> <p><i>14% of PPG pupils at the end of KS2 achieved the greater depth standard in maths compared to 35% of the whole cohort.</i></p> <p><u><i>KS1 Attainment</i></u></p> <p><i>30% of PPG pupils at the end of KS1 achieved the greater depth standard in Reading compared to 38% of the whole cohort.</i></p> <p><i>20% of PPG pupils at the end of KS1 achieved the greater depth standard in Writing compared to 35% of the whole cohort.</i></p> <p><i>30% of PPG pupils at the end of KS1 achieved the expected standard or above in Maths compared to 38% of the whole cohort.</i></p>	<p><i>progress required in year 6 is too great if pupils have not kept up with their peers in the preceding years.</i></p> <p><u><i>KS1</i></u></p> <p><i>PPG attainment at greater depth is slightly behind that of the cohort as a whole in reading and maths and there is a larger gap in writing.</i></p> <p><i>This will remain a focus for the year.</i></p>	
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### 3. Other Approaches

Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
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<p><i>To narrow the gap between PPG and non-PPG pupils attendance and punctuality</i></p>	<p><i>Increased profile of attendance with parents</i></p> <p><i>Weekly attendance reviews were followed by more timely letters and meetings with parents</i></p> <p><i>Increased communication regarding the revised Attendance Policy set out clearer guidelines for parents on expectations</i></p> <p><i>Funded Breakfast Club places</i></p>	<p><i>Both PPG and non-PPG pupils attendance averages are higher than national comparators. The school's overall attendance averages are also higher than those seen nationally.</i></p> <p><i>The gap between PPG and NPPG has continued to improve but there remains a small in-school gap between NPPG and PPG pupils attendance averages. There are individual PPG pupils and families who are persistently absentees which compounds the difficulties they may already face in accessing learning.</i></p>	<p><i>The impact of the work of the AO and the Inclusion lead on reducing absences has led to further improvement in attendance figures in comparison with national averages.</i></p> <p><i>There remain in school gaps which need to close further. This necessitates a continued focus on attendance and punctuality for PPG pupils.</i></p>	<p>£14,100</p>
<p><i>Improve access to external services from an early age</i></p>	<p><i>Early identification of children new to the school and EYFS pupils</i></p>	<p><i>Increased engagement with learning contributed significantly to the success of PPG attainment by reducing barriers to learning.</i></p>	<p><i>Early assessment and identification of need has allowed the school to promptly support those identified pupils.</i></p>	<p>£15,550</p>

	<p><i>Appropriate intervention or external agency referrals</i></p> <p><i>Identified children receive additional support, e.g. one to one input from speech &amp; language therapist or small group SALT support</i></p>	<p><u><i>Phonics test</i></u></p> <p><i>97% of the cohort pupils passed the phonics test. 86% of PPG pupils passed the test with one child working towards the expected standard.</i></p>	<p><i>Targeted support has been effective in increasing progress for those pupils to bring them in line with their peers.</i></p> <p><i>Speech and Language intervention in EYFS has been particularly effective in supporting those pupils with CLL and those pupils with English as an Additional Language.</i></p> <p><i>Close and effective partnerships with external agencies ensured a joint strategy for key pupils.</i></p>	
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<p><i>Wider access to Enrichment and Extended Services for PPG pupils</i></p>	<p><i>Fully funded Enrichment opportunities</i></p> <p><i>Club subsidies</i></p> <p><i>Trip subsidies and Residential subsidies</i></p> <p><i>Saturday school</i></p> <p><i>Subsidised breakfast club, Our Space and Sports provision</i></p>	<p><i>Increased engagement with learning contributed significantly to the success of PPG attainment by reducing barriers to learning.</i></p> <p><u><i>KS2 Attainment</i></u></p> <p><i>No PPG pupils at the end of KS2 achieved the greater depth standard in Reading compared to 47% of the whole cohort.</i></p> <p><i>14% of PPG pupils at the end of KS2 the greater depth standard in Writing compared to 44% of the whole cohort.</i></p> <p><i>14% of PPG pupils at the end of KS2 achieved the greater depth standard in maths compared to 35% of the whole cohort.</i></p> <p><u><i>KS1 Attainment</i></u></p> <p><i>30% of PPG pupils at the end of KS1 achieved the greater depth standard in Reading compared to 38% of the whole cohort.</i></p> <p><i>20% of PPG pupils at the end of KS1 achieved the greater depth standard</i></p>	<p><i>Rigorous and consistent implementation of the key school policies (for example behaviour, uniform and attendance policies) have ensured pupils understand expectations and are settled and ready to learn.</i></p> <p><i>Parental engagement in school projects has been a particular success. A small group of hard-to-reach families would benefit from increased support from the school to access these events.</i></p>	<p>£25,975</p>
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		<p><i>in Writing compared to 35% of the whole cohort.</i></p> <p><i>30% of PPG pupils at the end of KS1 achieved the expected standard or above in Maths compared to 38% of the whole cohort.</i></p>		
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