

Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	Holymead Primary School				
Academic Year	2020-21	Total PP budget expected	£158,710.99	Date of most recent PP Review	11/20
Total number of pupils	619	Number of pupils eligible for PP	103	Date for next internal review of this strategy	09/21

2. Current attainment		
July 2019 and 2020	<i>Pupils eligible for PP (your school)</i> <i>Red: T4 Mock SATs 2019-20 (2019 Papers)</i>	<i>Pupils not eligible for PP (national average)</i>
KS2% achieving national standard or above in reading, writing and maths	57% 50%	72%
% achieving the national standard or above in SPAG	57% 76%	78% (All pupils)
Progress measure in reading	0.28	2.63
Progress measure in writing	2.13	2.12
Progress measure in maths	-0.90	2.65
KS1% achieving national standard or above in reading, writing and maths	50% 30%	65% (All pupils)
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	PP pupils (especially PP boys) display lack of engagement in/and/or opportunities for reading.	
B.	PP pupils who were WTS at end of KS1 lack the basic maths skills to achieve national standard at end of KS2.	
C.	PP pupils (especially boys) enter KS1 below expectation because of low starting points.	
D.	PP pupils (especially boys) not interested in reading, writing or maths and therefore not meeting expectations at the end of KS1	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
E.	Lack of parental support for PP pupils in their learning.	

F.	Low attendance for PP pupils. Not valuing education. Mental health and wellbeing of PP pupils (and their parents/carers).	
G.	PP pupils have limited opportunities to engage in extracurricular activities.	
H.	PP pupils (especially boys) enter YR with poor starting points e.g. poor oral skills, poor physical skills, can't sit still, don't want to listen	
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	<p>Increase number of PP pupils who achieved WTS at end of KS1 in reading achieve the national standard at end of KS2.</p> <p>Ensure PP pupils who achieved EXS and GDS at end of KS1 in reading achieve the at least the same national standard at end of KS2.</p> <p>Number of PP pupils achieving at least EXS in RWM combined at the end of KS2 is in line with National for All pupils.</p>	<p>At least 80% (16/20) of Pupil Premium pupils achieve the expected standard in Reading at the end of KS2 2019-20.</p> <p>All pupils who attained EXS at the end of KS1 meet the National standard at the end of KS2.</p> <p>70% of PP pupils achieve EXS in RWM combined.</p>
B.	<p>Ensure PP pupils who achieved EXS and GDS at end of KS1 in maths achieve the at least the same national standard at end of KS2.</p> <p>Number of PP pupils achieving at least EXS in RWM combined at the end of KS2 is in line with National for All pupils.</p>	<p>At least 75% (15/20) of Pupil Premium pupils achieve the expected standard in Maths at the end of KS2 2017-18.</p> <p>All pupils who attained EXS at the end of KS1 meet the National standard at the end of KS2.</p> <p>70% of PP pupils achieve EXS in RWM combined.</p>

C. D. E.	PP pupils more engaged in reading in school and at home.	PP Library clubs and/or Reading Cafes take place in Years 3, 4 and 5. Year 6 & Year 5 PP Boys Reading group in Terms 2&3. Yr 2 PP pupils attend reading café in Term 3. Reading diaries for PP pupils are checked and updated regularly. PP pupils at risk of not achieving expected outcomes receive 1:1 reading support in KS1 and EYFS. PP Pupil survey shows increased levels of engagement in reading. EYFS 'adopt a pet' reading initiative in place. EYFS and Yr 1 love of reading groups develop a love of reading – pupils choose to read for pleasure.
F.G.	Improve the emotional wellbeing of PP pupils (helping them focus on learning).	Learning Mentor/Family Link Worker employed to support pupils and their families' emotional needs. Attendance rates for PP pupils remain in line with non PP pupils. Outcomes for PP pupils improve. PP pupils receive financial support to access trips, visits, clubs and residential visits. PP pupils and parents attend stay and play sessions in EYFS and Yr 1 strengthening relationships between school and families.
H.	Increase the number of PP pupils leaving the Early Years with a Good Level of Development by engaging parent/carers in their child's education.	At least 40% of PP pupils to achieve GLD by the end of YR. Parents of PP pupils are more engaged and participate in school and home learning.
E.H.	Increase the number of PP pupils achieving the national standard in R,W,M in KS1.	40% of PP pupils to achieve national expectation in Reading. 40% of PP pupils to achieve national standard in writing. 40% of PP pupils to achieve national standard in Maths. 40% of PP pupils to achieve EXS in RWM combined.

1. Review of expenditure				
Academic Year 2020-21		Actual income: £168,090.00 No of pupils: 119		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost total i £50,366.03
Improve attainment in Reading, Writing and Maths.	In KS1 A dedicated LSA is assigned to each class to support QFT. Teachers direct LSAs to support specific children in reading, writing and Maths. NA to support Year 1 with English planning to ensure opportunities for extended creative writing. Use of rich texts to develop language. Continue to monitor the quality of teaching and accurate assessment of Maths in Year 1. Use of GL assessment in Yr 1 to identify gaps in learning. Support teachers in EYFS in increasing the % of pupils working at EXP and EXC.	Regular monitoring has identified many strengths and specific areas for development across KS1 in English and Maths. Mighty writer intervention for Yr 2. Pupil progress meetings termly for PP children and Terms 2,4,6 for all. KS1 int - Numicon, Mathemagicians, Rapid Response. GL assessment (Yr1), Phonics, MW, RR, BRP. English planning and book review Terms 3 and 5 –Done in T4 and T6 with NA and JH. Lesson observation Term 4 – Term 2 and Term 6 lesson obs took place across Yr 1 for English (MW) with English lead, Head and BEP. Maths book review in Terms 2 and 4 – Smc and JH T2, DP - T6. Lesson observation Term 3 and 5 – SMC. – Not done as seconded – DP will do this next academic year. SMc will provide support through assessment monitoring and moderation for Maths with Yr 1 –DP moderation T6. EYFS int – NELI, Direct phonics. Walk-throughs took place to monitor the quality of daily Maths sessions in EYFS. EYFS lead used the focus of ‘adequate challenge through language and questioning’ for EYFS team PM observations. Feedback was provided. Helicopter stories introduced throughout EYFS.	Regular monitoring has identified many strengths and specific areas for development across KS1 in English and Maths. New English and Maths SLs will ensure this thorough monitoring continues into next year ensuring areas for development are addressed. KS1 interventions worked well with all resuming in the next academic year. NELI will take place in EYFS next year moving on to A-Z after (dependent on when NELI finishes). Numicon, Mathegicians, Rapid Response will all continue in KS1. JC – phonics, LSA phonic groups, BRP, RR to continue. NELI to transfer into Yr 1 at beginning of year to finish EYFS group’s allocated sessions.	

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ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost total ii £98,733.14																																																												
Improved outcomes at end of KS1 in reading	Relevant Yr 1 PP pupils to have received the A-Z reading and writing intervention by the end of Term 2. Reading Recovery in Y1. BRP in Y1 and Y2. LSAs support via BRP. 1:1 reading. GR small group reading support from T3.	<p>GR – has been adapted in Yr 2 – VW has taken a leading role with this. There are a few tweaks needed regarding organisation which will be continued into next academic year.</p> <p>UWE BRP students attended for 3 weeks to provide focussed support for BL students in Yr 2.</p> <table><tr><td>Pupil Premium pupils –Year 1</td><td>Term 1/2 progress</td><td>Term 3/4 progress</td><td>Term 5/6 progress</td></tr><tr><td>Numicon – Sandwell (months)</td><td></td><td></td><td>7</td></tr><tr><td>Reading Recovery (BL)</td><td>2</td><td>6</td><td>8</td></tr><tr><td>A-Z for reading and writing (HFW)</td><td>5</td><td></td><td></td></tr><tr><td>Direct Phonics Block 1 Book 1- 23 (1 child)</td><td>14</td><td></td><td></td></tr><tr><td>Direct Phonics Block 1 Book 2 - 41 (1 child)</td><td>7</td><td></td><td></td></tr><tr><td>Direct Phonics Block 1 Book 4 - 45 (1 child)</td><td></td><td></td><td>4</td></tr><tr><td>Phonic catch up Grp1 - JC (Phonic check)</td><td></td><td>6</td><td></td></tr><tr><td>Phonic catch up Grp2 - JC (Phonic check)</td><td></td><td></td><td>5</td></tr></table> <table><tr><td>Pupil Premium pupils – Year 2</td><td>Term 1/2 progress</td><td>Term 3/4 progress</td><td>Term 5/6 progress</td></tr><tr><td>Numicon – Sandwell (Months)</td><td></td><td></td><td>8</td></tr><tr><td>Mathemagicians - Arithmetic</td><td></td><td></td><td>8</td></tr><tr><td>Phonics (Phonic check)</td><td>6</td><td></td><td>10</td></tr><tr><td>BRP Catch up – JC (BL)</td><td></td><td>7</td><td>2</td></tr><tr><td>BRP LSA (BL)</td><td></td><td></td><td>4</td></tr></table>	Pupil Premium pupils –Year 1	Term 1/2 progress	Term 3/4 progress	Term 5/6 progress	Numicon – Sandwell (months)			7	Reading Recovery (BL)	2	6	8	A-Z for reading and writing (HFW)	5			Direct Phonics Block 1 Book 1- 23 (1 child)	14			Direct Phonics Block 1 Book 2 - 41 (1 child)	7			Direct Phonics Block 1 Book 4 - 45 (1 child)			4	Phonic catch up Grp1 - JC (Phonic check)		6		Phonic catch up Grp2 - JC (Phonic check)			5	Pupil Premium pupils – Year 2	Term 1/2 progress	Term 3/4 progress	Term 5/6 progress	Numicon – Sandwell (Months)			8	Mathemagicians - Arithmetic			8	Phonics (Phonic check)	6		10	BRP Catch up – JC (BL)		7	2	BRP LSA (BL)			4	NELI to follow EYFS children into Yr 1 (2021-22) Phonics, BRP, RR to continue. A-Z will not be used in Yr 1 in the next academic year as NELI has carried over into Yr 1. NELI will be used for a very small group of Yr 2 pupils to develop their language skills.	
Pupil Premium pupils –Year 1	Term 1/2 progress	Term 3/4 progress	Term 5/6 progress																																																													
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Improved Phonic outcomes at the end of Y1 and KS1	Targeted phonic groups in Y1. Targeted phonic groups in Y2.	<table><tr><th>Phonics</th><th>Yr 2 (Aut T2)</th><th>KS1</th><th>Yr 1 (Sch)</th></tr><tr><td>All</td><td>76%</td><td>85%</td><td>77%</td></tr><tr><td>PP</td><td>29%</td><td>37%</td><td>25%</td></tr></table> AH groups and LSA target support for phonics improved outcomes for Yr 2 phonic check for KS1.	Phonics	Yr 2 (Aut T2)	KS1	Yr 1 (Sch)	All	76%	85%	77%	PP	29%	37%	25%	AH will support Yr 2 cohort up to Autumn T2 check then focus on phonic recheck pupils.	
Phonics	Yr 2 (Aut T2)	KS1	Yr 1 (Sch)													
All	76%	85%	77%													
PP	29%	37%	25%													
Improved outcomes at end of KS1 in writing	Mighty Writer toolkit to support sentence structure in Yrs 1 and 2.	.Mighty writer kits support vocabulary, punctuation and grammar. MW used as intervention to support sentence structure in Yr 2 for BL and LAG pupils. MW used in class lessons in Yr 1. Moving on to using this for each unit of work. See NA MW review and observations.	MW is more appropriate for sentence construction and language as an intervention in Yr 2 – this has proved positive as an intervention. MW will be used in each English unit for Yr 1 going forward.													
Improved outcomes at end of KS1 in maths	GL Maths assessments in Yr 1. Class based LSAs to deliver 'Rapid Response' style intervention. Numicon and Mathemagicians.	Mathemagicians has been run by class LSAs and Rapid Response has provided support for BL pupils. New arithmetic assessment for Yr 1 to replace GL assessments – overlap this year. Rapid Response was particularly positive in supporting those borderline pupils reach the expected level. Mathemagicians was revamped after school closures and was delivered in Term 5 and 6. In response to this, arithmetic tests demonstrated progress for PP pupils who were struggling to grasp basic concepts. This will continue in Term 1 and as it is embedded throughout the new academic year, we expect to see good progress made across the year.	We will not use GL assessments in the next academic year. Arithmetic assessments for Terms 2,4,6 for all pupils. This will be used to monitor the progress of pupils receiving the Mathemagicians intervention in Yr 1 and Yr 2.													

Improved outcomes at end of EYFS	Identify gaps in GLD areas early in year and provide support to raise percentage of PP children achieving GLD at the end of EYFS.	<p>Regular review of progress in GLD areas has taken place throughout the year with support and interventions being provided to pupils as necessary.</p> <p>Direct phonics intervention ensured PP pupils progress in their use of Ph 2 and 3 phonics.</p> <table><tr><td>Pupil Premium Year R</td><td>Term 1/2</td><td>Term 3/4</td><td>Term 5/6</td></tr><tr><td>Direct Phonics</td><td></td><td>12</td><td>10</td></tr></table>	Pupil Premium Year R	Term 1/2	Term 3/4	Term 5/6	Direct Phonics		12	10	<p>An increased emphasis on language development and phonic interventions will continue into the next academic year.</p> <p>Possibility of using NELI intervention 'in house'.</p>	
Pupil Premium Year R	Term 1/2	Term 3/4	Term 5/6									
Direct Phonics		12	10									
Increased levels of engagement in reading.	PP pupils targeted for additional phonic support in KS1. They may also receive extra reading, BRP and Reading Recovery. PP pupils to receive free books throughout the year. 'Adopt a pet' reading initiative in place. EYFS and Yr 1 love of reading groups.	<p>LOR groups taken place with GW in Yr 1 and EYFS.</p> <p>Adopt a pet has been postponed for this year due to Covid – will restart in Sept 2021.</p>	LOR and Adopt a pet scheme will run 2021-22.									

Improved outcomes at end of KS2 in Reading (including increased levels of engagement in reading)	We have a dedicated Reading Teacher who oversees support for PP Pupils in reading. This includes meeting with them weekly to discuss their reading and help them select books from the free PP Book Scheme that we have in school. The focus is to promote a love of reading with particular focus on PP Boys. There is an even greater focus on 1to1 Reading support this year.	<p>Increased outcomes for PP pupils at EXS in Years 3, 5 and 6. Year broadly in Line.</p> <table><tr><td></td><td>End KS1</td><td>T6 2020-21</td></tr><tr><td>Y3</td><td>41%</td><td>52%</td></tr><tr><td>Y4</td><td>61%</td><td>72%</td></tr><tr><td>Y5</td><td>50%</td><td>42%</td></tr><tr><td>Y6</td><td>31%</td><td>59%</td></tr></table> <p>Pupil Premium Reading Teacher has met with pupils weekly to discuss and recommend books. They have also organised Reading Café after school in Terms 5 and 6.</p>		End KS1	T6 2020-21	Y3	41%	52%	Y4	61%	72%	Y5	50%	42%	Y6	31%	59%	<p>An updated pupil survey will need to take place in 2021-22 to identify pupils' attitudes to learning.</p> <p>Extend Reading Cafes in all year groups in KS2.</p> <p>English SL to review the impact of the new class books that were purchased in Term 4.</p> <p>Assessment Leader to review impact of comprehension groups. Review CPD needs for staff delivering comprehension groups.</p>	
	End KS1	T6 2020-21																	
Y3	41%	52%																	
Y4	61%	72%																	
Y5	50%	42%																	
Y6	31%	59%																	
Improved outcomes at end of KS2 in Writing	In writing Year 6 Teachers will be realised from class to hold Writing Conferences with PP Pupils. The intention is to roll this out to other year groups but is dependent on staff resources.	<p>Increased outcomes for PP pupils at EXS in Years 3, 4, 5 and 6. Year broadly in Line.</p> <table><tr><td>Writing</td><td>End KS1</td><td>T6 2020-21</td></tr><tr><td>Y3</td><td>23%</td><td>26%</td></tr><tr><td>Y4</td><td>50%</td><td>61%</td></tr><tr><td>Y5</td><td>40%</td><td>42%</td></tr><tr><td>Y6</td><td>31%</td><td>35%</td></tr></table> <p>NTP focusing on writing took place in Term 6. English SL introduced a focus on poetry, which was well received by teachers and pupils. This will remain a focus in 2021-22.</p>	Writing	End KS1	T6 2020-21	Y3	23%	26%	Y4	50%	61%	Y5	40%	42%	Y6	31%	35%	<p>English SL to:</p> <ul style="list-style-type: none">Review use of new Writer's Toolkits.Lead staff training on improving outcomes for Disadvantaged pupils.Improving outcomes in writing for PP pupils to be a PM target in KS2.	
Writing	End KS1	T6 2020-21																	
Y3	23%	26%																	
Y4	50%	61%																	
Y5	40%	42%																	
Y6	31%	35%																	

Improved outcomes at end of KS2 in Maths	<p>In KS2 we have 1 to 1 Maths tutors in place to work with PP pupils from Year 3 to 6. This includes a student recruited on a year's placement from Bath University.</p> <p>1 to 1 Maths Tuition</p> <p>Rapid Response Maths Intervention</p> <p>In class Maths support for lower ability pupils</p>	<p>Increased outcomes for PP pupils at EXS in Years 3 and 6, Year 4 broadly in line, but some pupils falling behind in Year 5.</p> <table><tr><th>Maths</th><th>End KS1</th><th>T6 2020-21</th></tr><tr><td>Y3</td><td>41%</td><td>52%</td></tr><tr><td>Y4</td><td>72%</td><td>72%</td></tr><tr><td>Y5</td><td>45%</td><td>37%</td></tr><tr><td>Y6</td><td>31%</td><td>41%</td></tr></table> <p>Pupils falling behind in Year linked to poor attendance (below 80%).</p> <p>1to1 tuition has been effective. Average test scores show significant increases with some pupils making an increase of 20+ marks.</p> <table><tr><th></th><th>All</th><th>Non PP</th><th>PP</th></tr><tr><td>Y3</td><td>9.7</td><td>9.9</td><td>9.3</td></tr><tr><td>Y4</td><td>16.7</td><td>16.1</td><td>17.7</td></tr><tr><td>Y5</td><td>14.6</td><td>20.9</td><td>10.3</td></tr><tr><td>Y6</td><td>13.7</td><td>14.3</td><td>11.3</td></tr></table>	Maths	End KS1	T6 2020-21	Y3	41%	52%	Y4	72%	72%	Y5	45%	37%	Y6	31%	41%		All	Non PP	PP	Y3	9.7	9.9	9.3	Y4	16.7	16.1	17.7	Y5	14.6	20.9	10.3	Y6	13.7	14.3	11.3	<p>The 1to1 Maths tuition continues to have a high impact. Maths tuition will begin in Term 1.</p>	
Maths	End KS1	T6 2020-21																																					
Y3	41%	52%																																					
Y4	72%	72%																																					
Y5	45%	37%																																					
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Y4	16.7	16.1	17.7																																				
Y5	14.6	20.9	10.3																																				
Y6	13.7	14.3	11.3																																				

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost Total iii £9,709.70
Prepare children for entry to school.	Liaise with local nursery provision to talk about school readiness.	<p>Regularly contact has been maintained with Hamilton's pre-school. Although every attempt has been made to maintain the link with St Luke's Village Pre-school, they have not responded with communications this year. Will attempt to re-engage in Sept 2021.</p> <p>Themed stay and play sessions could not take place this year due to Covid. Will re-establish these for Sept 2021 if permitted.</p>	<p>Link will be maintained with Hamilton's pre-school. EYFS will contact pre-school early in academic year 2021-22 to ascertain the support they would like from us.</p> <p>Will endeavour to re-establish the link with St Luke's Village Pre-school.</p>	

			If permitted, themed stay and play sessions will be re-established in 2021-22.	
Effective support for PP emotional needs is in place.	FLW employed to support pupils and their families' emotional needs (includes delivering programmes to support family's needs).	PP pupils have been tracked closely and provision for support has been put in place throughout the year. During lockdown, PP pupils were supported through regular telephone conversations, iPads for home learning, printed packs of worksheets. Writing equipment was offered to help with home learning. PP attendance is tracked and telephone calls have been made to parents.	Termly PP pupil progress meetings will continue into academic year 2021-22. PP pupils will be prioritised for interventions as needed. Close monitoring will take place.	
			Other including camp, clubs, ALP, uniform support, Chrome books, Lockdown Work books	£5,333.18
			Grand Total (Actual)	£164,142.05
			Amount to be carried forward to next year	£3,947.95

5. Planned expenditure					
Academic year		2020-21			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve attainment in Reading, Writing and Maths.	In KS1 A dedicated LSA is assigned to each class to support QFT. Teachers direct LSAs to support specific children in reading, writing and Maths. NA to support Year 1 with English planning to ensure opportunities for extended creative writing. Use of rich texts to develop language. Continue to monitor the quality of teaching and accurate assessment of Maths in Year 1. Use of GL assessment in Yr 1 to identify gaps in learning. Support teachers in EYFS in increasing the % of pupils working at EXP and EXC.	Children have entered their new year groups with significant gaps in learning due to school closure. Outcomes in writing are lower than those in reading and Maths, particularly for GDS. Pupils enter Yr 2 with significant gaps in basic Maths knowledge and skills. This is not necessarily reflected in teacher assessment on Target Tracker. GL assessment highlights specific gaps in these skills and knowledge. Children have started school with lower phonic knowledge than in previous years. Pupils also demonstrate a more profound lack of focus.	English planning and book review Terms 3 and 5. Lesson observation Term 4 Maths book review in Terms 2 and 4 – SMc. Lesson observation Term 3 and 5 – SMc. Pupil progress meetings in Terms 2, 4 and 6. KS1 DH to monitor progress of PP pupils and discuss PP children with teachers termly regarding support and intervention. SMc will provide support through assessment monitoring and moderation for Maths with Yr 1. EYFS lead will introduce ‘Helicopter stories’ in EYFS.	KS1 Eng SL KS1 Maths SL KS1 DH EYFS Lead	July 2021 July 2021 July 2021

	<p>In KS2 Maths we have ensured each class has LSA support in class Maths support (focused on support from Teacher and/or LSA on lower ability pupils). Rapid Response Maths support is also in place for Years 3 to 6.</p> <p>In KS2 English the KS2 SL and DHT are focusing and monitoring presentation, content, systems and standards. Ensure regular opportunities for writing at greater depth especially in Y3. Roll out writing conferencing into Y5, especially for PP.</p> <p>Embed new lighter crib sheet marking for foundation subjects. Staff to use new folders so they are being kept in the same way.</p> <p>Introduce Remote Learning platforms (SeeSaw Years 1-3, Google Classroom Years 4-6).</p>	<p>Rapid Response has had a significant impact on pupils' learning. This is supported by the school's quantitative (including SATs outcomes) and qualitative data. The same applies to in class support for lower ability pupils.</p> <p>Monitoring by SL in 2019-20 highlighted the support needed across the whole school and specifically in Year 3. Year 6 teachers report the continued effectiveness and impact of weekly writing conferences with targeted pupils.</p> <p>Assessment Leaders have researched developments in assessment and focused on effectiveness of written and verbal feedback. An in school Review of Feedback revealed positive attitudes to</p>	<p>KS2 DHT will monitor the impact of whole school strategies through analysis of summative data and qualitative data gained in Pupil Progress Meetings in Terms 1, 2, 3, 4 and 6.</p> <p>Maths Book Reviews in Terms 2 and 4.</p> <p>English Book reviews In Term 2, 3, 4 and 5.</p> <p>DHT lesson observations T3.</p> <p>Maths Leader to conduct Pupil Conferencing to review the effectiveness of 1 to1 tuition, Rapid Response and in class maths support.</p> <p>English Leader to conduct a review into how we Promote a Love of Reading.</p>	<p>KS2 DH (Assessment Leader)</p> <p>KS2 Maths Leader</p> <p>KS2 DH (Assessment Leader)</p> <p>KS2 English Leader</p> <p>KS2 DH (Assessment Leader)</p> <p>KS2 DH (Assessment Leader)</p> <p>SLT BG IT Leader CN</p>	<p>T2 T4 T6 2020-21</p> <p>T4 2020-21</p> <p>T2 T4 T6 2020-21</p> <p>T6 2020-21</p> <p>T2 2020-21</p> <p>T1 2020-21</p>
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Total predicted budgeted cost i					£56000.00
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? Notes 3.19
Improved outcomes at end of KS1 in reading	Relevant Yr 1 PP pupils to have received the A-Z reading and writing intervention by the end of Term 2. Reading Recovery in Y1. BRP in Y1 and Y2. LSAs support via BRP. 1:1 reading. GR small group reading support from T3.	Students are identified in Y1 for the RR programme. PP are prioritised. Evidence shows it allows pupils to bridge the gap. Research evidence demonstrates that there is a clear link between spoken language and speech difficulties with subsequent literacy difficulties.	LSAs will deliver A-Z intervention to pupils during Term 1 and 2. Children are selected for the RR programme through a set criteria. Pupils are also internally tracked by assessment lead. RR teacher is assessed yearly by the programme. Children having received RR are provided with at least 1 round of BRP to ensure continued progress. Yr 1 pupils will be selected for BRP during Term 3. LSAs will provide small group GR support from Y2 pupils from Term 3.	RR teacher DHT KS1 KS1 English lead	T2 T4 T6 2020-21
Improved Phonic outcomes at the end of Y1 and KS1	Targeted phonic groups in Y1. Targeted phonic groups in Y2.	End of KS1 data showed that 94 % of pupils 2018-19 passed the phonic check. Above national. Tracking shows interventions impact on pupil outcomes.	Pupils are tracked in Y1 and Y2. They are tested in termly to assess progress. Dedicated LSAs in Y2 to deliver phonic interventions. Children are identified for Direct Phonics, Phase 3 and Phase 5 phonic interventions as necessary supported by LSAs and tutor. Progress of all PP children will be closely monitored.	DHT KS1 Phonic lead KS1 English lead	Termly 2020-21

Improved outcomes at end of KS1 in writing	Mighty Writer toolkit to support sentence structure in Yrs 1 and 2.	Children have entered their new year groups with significant gaps in learning due to school closure. Outcomes in writing are lower than those in reading and Maths, particularly for GDS. Mighty writer kits support vocabulary, punctuation and grammar.	Yr 2 baseline data will be used to identify individuals for MR support. Close monitoring of KS1 English books will demonstrate that children are transferring skills learnt in MR sessions into their in class English lessons.	DHT KS1 English lead KS1	Termly 2020-21
Improved outcomes at end of KS1 in maths	GL Maths assessments in Yr 1. Class based LSAs to deliver 'Rapid Response' style intervention. Numicon and Mathemagicians.	Internal data shows that Numicon is good at identifying gaps in children's learning and then addressing those 'gaps'. Research demonstrates that meaningful feedback can greatly enhance children's learning and achievement.	Numicon has a structured programme which is overseen by the Maths lead, this will be used for SEN. Pupils are tracked regularly. KS1 DH to work with Maths SL to ensure Numicon is being used as an in class support strategy and an intervention strategy for PP children in EYFS and KS1. KS1 DH and Maths SL to ensure GL assessment is being used. Power Rapid Response/Mathemagicians provides targeted support for gaps in Maths skills/knowledge.	DHT KS1 Maths lead	T2, T4, T6 2020-21

Improved outcomes at end of EYFS	Identify gaps in GLD areas early in year and provide support to raise percentage of PP children achieving GLD at the end of EYFS.	PP pupils enter Reception with significantly lower vocabulary and language acquisition than their non PP peers. National and school evidence shows that PP pupils, particularly boys are entering Reception behind their peers, especially in reading, writing and maths.	EYFS lead is to work closely with a dedicated LSA in YR to provide tailored interventions for PP to meet their needs and bridge the 'gap'. Evidence is monitored regularly to ensure progress. PP LSA to provide targeted support in English and Maths. Interventions such as A-Z and Numicon will be provided as appropriate.	EYFS lead KS1 DHT	Ongoing monitoring and assessment 2020-21.
Increased levels of engagement in reading.	PP pupils targeted for additional phonic support in KS1. They may also receive extra reading, BRP and Reading Recovery. PP pupils to receive free books throughout the year. 'Adopt a pet' reading initiative in place. EYFS and Yr 1 love of reading groups.	There is a long established tradition of extra reading support to help bridge the 'gap', from all staff in KS1. Evidence shows impact.	Pupil progress meetings in terms 2, 4 and 6. Y1 LSA to deliver LOR groups. YR LSA to co-ordinate adopt a pet scheme in EYFS.	DHT KS1 KS1 English lead	Pupil progress meetings T2 T4 T6

Improved outcomes at end of KS2 in Maths	<p>In KS2 we have 1 to 1 Maths tutors in place to work with PP pupils from Year 3 to 6. This includes a student recruited on a year's placement from Bath University.</p> <p>1 to 1 Maths Tuition</p> <p>Rapid Response Maths Intervention</p> <p>In class Maths support for lower ability pupils</p>	<p>We have evidence of the impact of 1 to 1 tuition in maths that has been collected over several years. EEF studies reveal that 1 to 1 tuition is highly effective in maths, but has far less impact in reading and writing. Evidence suggests that PP Pupils learning has been most affected in Maths.</p>	<p>1 to 1 Maths began in Term 1 in Years 4 and 5. Additional tutors have been recruited for Term 2 onwards. Maths Leader will liaise with tutors to guide their teaching and hold pupil conferences.</p>	<p>KS2 DH (Assessment Leader)</p> <p>KS2 Maths Leader</p>	<p>T2 T4 T6 2020-21</p> <p>T4 2020-21</p>
Improved outcomes at end of KS2 in Reading (including increased levels of engagement in reading)	<p>We have a dedicated Reading Teacher who oversees support for PP Pupils in reading. This includes meeting with them weekly to discuss their reading and help them select books from the free PP Book Scheme that we have in school. The focus is to promote a love of reading with particular focus on PP Boys. There is an even greater focus on 1to1 Reading support this year.</p>	<p>Increased attainment in PP, including PP Boys', attainment in Reading is evidence of the impact of the strategies being used.</p>	<p>KS2 Assessment Leader will monitor impact of tuition, intervention and strategy through progress and attainment analysis. Pupils Progress meetings will provide information as to which pupils should be targeted. KS2 English Leader will review our whole school initiative(s) to Promote a Love of Reading.</p>	<p>KS2 DH (Assessment Leader)</p> <p>KS2 English Leader</p>	<p>T2 T4 T6 2020-21</p> <p>T6 2020-21</p>

Improved outcomes at end of KS2 in Writing	In writing Year 6 Teachers will be realised from class to hold Writing Conferences with PP Pupils. The intention is to roll this out to other year groups but is dependent on staff resources.	Increased attainment in PP, including PP Boys', attainment in Writing is evidence of the impact of the strategies being used. This also applies to Year 6 writing outcomes.	KS2 Assessment Leader will monitor impact of pupil conferences, intervention and strategy through progress and attainment analysis. Pupils Progress meetings will provide information as to which pupils should be targeted.	KS2 DH (Assessment Leader)	T2 T4 T6 2020-21
Total predicted budgeted cost ii					£85000.00
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Prepare children for entry to school.	Liaise with local nursery provision to talk about school readiness.	Evidence from local cluster schools shows that children who attend a school's nursery are much better prepared for school.	A member of EYFS staff will liaise with local nurseries to discuss expectations for the start of school. They will share good practice such as 'Dough Gym' and phonics and discuss the expectations for starting school such as pencil grip, fine motor skills and name writing. Zoom calls will be arranged to monitor progress. Themed stay and play sessions throughout the year –if possible later in the year.	EYFS lead DHT KS1	Terms 3,4,5,6.
Effective support for PP emotional needs is in place.	FLW employed to support pupils and their families' emotional needs (includes delivering programmes to support family's needs).	Pupils' mental health issues have been highlighted as a barrier to learning nationally. Disadvantaged pupils often require greater emotional support as a result of the pressures on families from disadvantaged backgrounds. This is a major barrier to their learning.	PP database to track PP pupils. Ensure all PP pupils receive additional support. Pupil Progress meetings to identify pupil's academic and emotional needs. Track PP attendance.	HT SENCO Learning Mentor/Family Liaison Officer	Ongoing meetings between HT (DHT) and FLW. Pupil progress meetings T1 T2 T4 T6 Use Boxall Profile to assess emotional and behavioural difficulties- SENCO.
Total predicted budgeted cost iii					£13,210.99

Total predicted additional cost	£4,500.00
2020-2021 predicted Grand Total	£158,710.99

6. Additional detail

Support for costs eg camps, trips, clubs £4,500.00

Total = £158,710.99