

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.	Increase number of PP pupils who achieved WTS at end of KS1 in reading achieve the national standard at end of KS2. 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. Number of PP pupils achieving at least EXS in RWM combined at the end of KS2 is in line with National for All pupils.	At least 80% (16/20) of Pupil Premium pupils achieve the expected standard in Reading at the end of KS2 2019-20. All pupils who attained EXS at the end of KS1 meet the National standard at the end of KS2. 70% of PP pupils achieve EXS in RWM combined.
B.	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. Number of PP pupils achieving at least EXS in RWM combined at the end of KS2 is in line with National for All pupils.	At least 75% (15/20) of Pupil Premium pupils achieve the expected standard in Maths at the end of KS2 2017-18. All pupils who attained EXS at the end of KS1 meet the National standard at the end of KS2. 70% of PP pupils achieve EXS in RWM combined.

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				
Previous Academic Year ie 2019-20		£ Actual income: £168,240.00 No of pupils:126		
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 £56,441.86

<p>Improve attainment in Reading, Writing and Maths.</p>	<p>Focus on monitoring the quality of teaching of writing in Years 3& 4 and supporting teachers in Year 5 in bringing the % of pupils working at EXS to at least in line with national outcomes.</p> <p>Continue to monitor the quality of teaching and accurate assessment of Maths in Year 1. Use of Maths skills tracker and GL arithmetic test in Yr 1. Support teachers in EYFS in increasing the % of pupils working at EXS and EXC.</p>	<p>Y6 PP Pupils attained well in T4 Mock SATS (BLACK) and were on track to meet/in line with targets.</p> <table><tr><th colspan="5">Disadvantaged Pupils (22): Yearly Comparison</th></tr><tr><th>Subject</th><th colspan="2">%EXS+</th><th colspan="2">%High Score</th></tr><tr><th></th><th>2019</th><th>2020</th><th>2019</th><th>2020</th></tr><tr><td>Reading</td><td>67%</td><td>73% (73%)</td><td>5%</td><td>9% (9%)</td></tr><tr><td>Writing</td><td>67%</td><td>73%</td><td>19%</td><td>5%</td></tr><tr><td>SPAG</td><td>57%</td><td>76%</td><td>24%</td><td>0%</td></tr><tr><td>Maths</td><td>67%</td><td>59% (68%)</td><td>5%</td><td>9% (9%)</td></tr><tr><td>RWM</td><td>57%</td><td>50% (50%)</td><td>0%</td><td>0% (0%)</td></tr></table> <p>5/8 pupils who were WTS/BLW at end of KS1 achieved EXS in T4 Mock (includes 2 pupils who were BLW at KS1).</p> <p>9/10 pupils who were EXS+ ay end of KS1 achieved EXS in T6 Mock.</p> <p>2 pupils who achieved GDS did not achieve GDS in T4 Mock but were on track.</p> <p>In writing 2/4 pupils who were BLW at end of KS1 achieved EXS, and 5/7 who were WTS achieved EXS. All pupils who achieved EXS+ at KS1 achieved EXS at end of KS2 (1 GDS).</p> <p>In maths all PP pupils who were EXS+ at end of KS1 were on track to achieve EXS at end of KS2; 2 pupils were on track to achieve HS; 9/11 pupils achieving BLW/WTS at end of KS1 were on track to achieve EXS at end of KS2.</p> <p>KS2 English and Maths leaders focused on supporting teachers in Year 3 and 4 through lesson observations, regular (2 x termly) book reviews and support with planning. They report that standards have improved in terms of curriculum content, pitch and expectations.</p> <p>Year 5 pupils have made progress since the end of KS1.</p> <table><tr><th colspan="3">Year 5 PP Pupils</th></tr><tr><th></th><th colspan="2">EXS+</th></tr><tr><th></th><th>KS1</th><th>T6 2019-20</th></tr><tr><td>Reading</td><td>31%</td><td>56%</td></tr></table>	Disadvantaged Pupils (22): Yearly Comparison					Subject	%EXS+		%High Score			2019	2020	2019	2020	Reading	67%	73% (73%)	5%	9% (9%)	Writing	67%	73%	19%	5%	SPAG	57%	76%	24%	0%	Maths	67%	59% (68%)	5%	9% (9%)	RWM	57%	50% (50%)	0%	0% (0%)	Year 5 PP Pupils				EXS+			KS1	T6 2019-20	Reading	31%	56%	<p>Pupil Premium pupils make progress from entry to end of KS2. KS2 Assessment Lead has produced a 5 Year Attainment Trend Analysis to highlight his.</p> <p>In Maths the dual strategy of rapid Response and additional In-Class support, alongside targeted 1 to 1 tuition for PP pupils continues to have a significant impact in KS2.</p> <p>The whole school focus on promoting a love of reading continues to have a significant impact and this is also highlighted in the 5 Year Attainment Trend Analysis.</p> <p>We will continue to track PP pupils individually in Pupil Progress Meetings and track their provision in a the PP Provision Map. This allows us to match provision to individual PP need.</p> <p>KS2 DHT has conducted a pupil questionnaire to identify pupils who do not have on line remote learning access. A plan is being developed to support these pupils access homework as well as learning in the event of any future lockdown.</p>	<p>£6,926.83</p> <p>£49,515.03</p>
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		<table><tr><td>Writing</td><td>31%</td><td>44%</td></tr><tr><td>Maths</td><td>31%</td><td>38%</td></tr><tr><td>RWM</td><td>25%</td><td>31%</td></tr></table> <p>Moderation support was provided for Year 1 for English and Maths. The Maths skills tracker sheet was implemented at the beginning of the school year. Due to school closure, these did not continue. Gaps in GLD identified, EYFS lead monitored the provision in place to support these gaps.</p>	Writing	31%	44%	Maths	31%	38%	RWM	25%	31%		
Writing	31%	44%											
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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 £87,994.03									

Improved outcomes at end of KS1 in reading	Relevant PP pupils to have received the A-Z reading and writing intervention by the end of EYFS. Reading Recovery in Y1. BRP in Y1 and Y2. 1:1 reading. GR small group reading support from T2.	<p>A-Z intervention was planned for T5 and 6. Due to school closure this did not take place.</p> <p>Reading recovery in Year 1 – Due to school closure, only 2 PP children received the Reading Recovery support. This took place during Terms 1 – 3. The average reading progress for these two pupils was 9.5 levels.</p> <p>BRP – Average progress of 5 reading book levels in Yr 2. Those children that had finished RR in Yr 1 then went on to have BRP support. This support reinforced the skills gained through the RR intervention. This only took place during Terms 1 – 3 due to school closure.</p> <p>Reading café took place in Term 2 – PP children were particularly targeted for this.</p> <p>In each year the PP LSA has regularly read with each PP child 1:1. 'Love of Reading' groups took place in EYFS and Year 1 intervention from Terms 1 -3 with the school librarian; this only took place during Terms 1 – 3 due to school closure.</p> <table><tr><td>Year</td><td>Exp/Exs</td><td>Exc/GDS</td></tr><tr><td>Rec (Reading)</td><td>36%</td><td>18%</td></tr><tr><td>Y2 (Reading)</td><td>45%</td><td>0%</td></tr></table>	Year	Exp/Exs	Exc/GDS	Rec (Reading)	36%	18%	Y2 (Reading)	45%	0%	<p>Year 1 pupil will receive A-Z intervention starting in Term 1.</p> <p>Reading Recovery will take place for Yr 1 children starting in Term 1.</p> <p>Reading Recovery teacher will also provide S&L support for Yr 1 children as identified by SENDCO.</p> <p>Term 1 pupil progress meeting discussions will ascertain which interventions need to take place in each class.</p> <p>PP children are the first in each class to receive 1:1 reading, which will enable them to have extra reads before the non PP children to provide support with reading strategies.</p> <p>Pupils will be identified for RR and BRP.</p>	£13,800.05
Year	Exp/Exs	Exc/GDS											
Rec (Reading)	36%	18%											
Y2 (Reading)	45%	0%											
Improved Phonic outcomes at the end of Y1 and KS1	Targeted phonic groups in Y1. Targeted phonic groups in Y2.	<p>Due to school closure, Direct Phonics is the only intervention support that Year 1 pupils received. Phase 3 and Phase 5 phonic intervention groups are planned for later in the year.</p> <p>Phase 3 to start in Term 3 and Phase 5 to start in Term 5.</p> <p>Direct Phonics average progress:</p> <p>Block 1 Book 1 – 11 phonic sounds</p> <p>Block 1 Book 2 – 12 phonic sounds</p> <p>The Phonic check did not take place for Yr 1 pupils. Using teacher assessment for Yr 1 pupils, we predict that 33% of our Year 1 Pupil Premium pupils would have passes the Phonic check. This percentage would have been higher if pupils had continued to receive the phonic support that had been put in place.</p> <p>The Year 2 Phonic recheck did not take place for Yr 2 pupils. Using intervention group assessment information, we predict that 75% of the PP children that were due to take the Phonic recheck would have passed.</p>	<p>2020-21 academic year will start with LSAs working in class to provide support for QFT.</p> <p>Term 1 pupil progress meeting discussions will ascertain which interventions need to take place in each class. Rapid Response style interventions in English and Maths will be more prominent during Terms 1 and 2 to address gaps in learning due to school closures.</p> <p>Teachers to monitor the participation in remote learning of PP children for writing activities particularly. Consider how to further engage pupils with this.</p>	£8,965.62									

Improved outcomes at end of KS1 in writing	Rapid Write in Y2 Mighty writer kits in Y1 Support Yr 1 teachers in providing opportunities for extended, creative writing.	Due to school closures, only one group of PP children in Yr 2 received the RW intervention. For Term 1 – 2, the group, on average, progressed 14 points. KS1 writing SATs outcomes for PP pupils – EXS 30%. Pupils did not have the opportunity to develop their skills in writing due to school closures. Year 2 teachers found that particularly Pupil Premium pupils did not engage with writing activities provided for remote learning. NA led a staff meeting to support Year 1 teachers in providing opportunities for extended, creative writing. Year 1 teachers have shared the Mighty Writer toolkits with Year 2 teachers with the plan that Year 2 teachers would also provide opportunities to develop extended, creative writing with their pupils. Due to school closures, this was unable to happen. During the academic year 2020-21 this will be addressed again.	2020-21 academic year will start with LSAs working in class to provide support for QFT. Term 1 pupil progress meeting discussions will ascertain which interventions need to take place in each class. Rapid Response style interventions in English and Maths will be more prominent during Terms 1 and 2 to address gaps in learning due to school closures. Teachers to monitor the participation in remote learning of PP children for writing activities particularly. Consider how to further engage pupils with this.	£3,282.91 £8,400.81
Improved outcomes at end of KS1 in maths	Maths intervention groups – Numicon, Mathemagicians and power Maths. Maths skills tracker sheet used in KS1. GL Maths assessments in Yr 1.	GL Maths assessment was used to establish and baseline for progress in Maths for Year 1. Gaps in learning were identified from this. The Maths lead worked with Yr 1 teachers to provide support to address these gaps. Due to school closures, the end of year assessment did not take place. This will take place in the next academic year. The Maths skills tracker sheet was implemented at the beginning of the school year. Due to school closure, these did not continue. Yr 1 - End of EYFS PP Maths ARE+ - 27% Yr 1 - End of Yr 1 PP Maths ARE+ - 39% KS1 Maths PP – EXS 50%/GDS 5% - Teacher assessment	Use Maths skills tracker for borderline and PP children rather than all. Question the impact in comparison to teacher workload. 2020-21 academic year will start with LSAs working in class to provide support for QFT. Term 1 pupil progress meeting discussions will ascertain which interventions need to take place in each class. Rapid Response style interventions in English and Maths	£588.00 £34,944.27
Improved outcomes at end of EYFS	1:1 support for PP pupils. 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 stay and play sessions to engage PP parents. Adopt a pet reading initiative.	PP pupils were closely tracked and progress monitored. Gaps in GLD identified, EYFS lead monitored the provision in place to support these gaps. PP LSA worked 1:1 with individual children on specific targets. 36% of PP pupils achieved GLD –Teacher assessment (increase of 16% on previous year) PP stay and play sessions took place before school closure. Adopt a Pet reading initiative in place until school closure – to develop a love of reading.	Term 1 pupil progress meeting discussions will ascertain which interventions need to take place in each class. Gaps in GLD areas will be identified by EYFS lead and provision will be in place to support these gaps. Teachers to monitor the participation in remote learning of PP children for writing activities particularly. Consider how to further engage pupils with this.	£10,202.37

Increased levels of engagement in reading.	Focus on disadvantaged pupils is a PM target for all pupils. PP pupils targeted for additional support. Boys PP reading intervention in Years 5 and 6. PP Library clubs and/or Reading Cafes in Years 4&5. Reading café Y2. Increase in 1:1 Reading support. 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>Dedicated Teacher in KS2 focusing on engaging PP pupils in reading. Teacher meets with pupils weekly to discuss their reading, read with them and find/suggest books for them to read. Free Book Scheme for PP pupils. Teacher will purchase and provide books to PP pupils based on their reading conversations. Pupils complete and hand in a book review before choosing a new book.</p> <p>KS2 DHT PP Y5 Boys' Reading Group took place in T3. Will continue in T2 (these pupils now in Y6). And then in T3 for Y5 PP Boys.</p> <p>New class books purchased in KS2. Teachers continue to discuss and promote reading with their classes by reading these books themselves so they can suggest and discuss books for pupils to read.</p> <p>All KS2 classes have a library session each week.</p> <p>Reading café took place in Year 2 for Term 2. PP pupils were particularly targeted for this.</p> <p>Adopt a pet reading initiative took place until school closure.</p> <p>EYFS and Yr 1 regularly took part in 'Love of Reading' groups with the school librarian. PP pupils were particularly targeted for this.</p> <p>PP pupils receiving additional phonic support.</p> <p>33% of Year 1 Pupil Premium predicted to have passed the phonic check. Using intervention group assessment information, we predict that 75% of the PP children that were due to take the Phonic recheck would have passed. Disadvantaged pupils were a priority for RR and BRP.</p>	<p>The whole school focus on promoting a love of reading continues to have a significant impact and this is also highlighted in the 5 Year Attainment Trend Analysis.</p> <p>KS2 DHT will work with dedicated Reading Teacher conduct a new pupil survey to assess pupils' attitude towards and engagement in reading.</p> <p>Year 2 children will receive the 'Covid catch up curriculum for phonics to support the completing of the Phonic Screening Check in Term 2.</p> <p>Year 1 and EYFS will identify pupils to attend catch up phonic interventions.</p> <p>Pupils will be identified for RR and BRP.</p>	£7810.00
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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 £23,101.70
Increased levels of engagement in reading.	Promoting a love of reading is PM target for all staff. PP pupils targeted for additional support. PP pupils targeted for additional support. Boys PP reading intervention in Years 5 and 6. PP Library	<p>Yr 2 PP pupils attended reading café in Term 2.</p> <p>Reading diaries for PP pupils were checked and updated regularly, those pupils found not to be reading regularly at home, parents were spoken with and class teachers ensured that these children were given priority for reading 1:1 in class. PP pupils at risk of not achieving expected outcomes received 1:1 reading support in KS1 and EYFS. 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 – these groups took place during Terms 1-3 with the school librarian.</p>	<p>Continue to monitor reading diaries.</p> <p>Pupils will be identified for RR and BRP.</p> <p>Free book scheme for PP pupils to continue.</p>	£5,195.57

	clubs and/or Reading Cafes in Years 4&5. Reading café Y2. Increase in 1:1 Reading support. 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.	Free PP book scheme ensured that each PP child received a free book that was linked to one of the English texts that pupils in specific year groups were using.		
Prepare children for entry to school.	Liaise with local nursery provision to talk about school readiness. Stay and play sessions for transition.	EYFS and Yr 1 Stay and Play sessions took place and were well attended by each year group until school closure. The cookery focus sessions are always well attended. Parental uptake is now higher. EYFS staff worked closely with Hamilton's pre-school and The village pre-school. Numicon was shared with The Village. Phonics and SENDCO support was shared with Hamilton's.	We will continue to liaise with pre-schools regarding any support they need.	£7,894.88

<p>Effective support for PP emotional needs is in place.</p>	<p>FLW employed to support pupils and their families' emotional needs (includes delivering programmes to support family's needs). Stay and play sessions for EYFS and Yr 1 pupils and parents. strengthening relationships between school and families.</p>	<p>FLW worked with children around issues such as anxieties, behaviour and self- esteem. She made referrals to the school nurse, paediatrician and other outside agencies and made daily calls around attendance calling parents if the child is not in school and we have not been contacted. Referred to EWO. Supported families, and ran a Parent Gym group which focuses on parenting support.</p> <p>FLW compiled a list of useful apps, websites and links to the Emotional Literacy Website which gave links to resources which parents could access for their children to help with worry and anxiety. Our SENDCO also added information for parents to support families whose children had special educational needs. Guidance was given from the Government that a rag sheet should be compiled for vulnerable families. In conjunction with these calls I was taking referrals from teachers who had spoken to other parents who were finding lock down difficult for many other reasons. FLW arranged for families to have food parcels delivered to them from the local food bank. Deliveries were being made rather than people having to queue outside the food bank risking infection of Covid 19. FLW delivered resources to help discuss bereavement. A number of parents were distressed as they were unable to encourage the children to complete any tasks which had been set. FLW attended Child protection meetings via zoom. Delivered lessons re anxiety via zoom. During the summer term transition books were made for the more vulnerable/SEN children and visits to help get them back to school.</p>	<p>Continue to support families and children as required.</p> <p>Unable to run parenting programmes at the moment but would hope to review this in the future.</p>	<p>£1,178.93</p>
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			Other including camp, clubs, ALP, uniform support	£8,832.32
			Grand Total (Actual)	£167,537.59
			Amount to be carried forward to next year	£702.41

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>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>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>KS2 DH (Assessment Leader)</p>	<p>T2 T4 T6 2020-21</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>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>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 Maths Leader</p> <p>KS2 DH (Assessment Leader)</p> <p>KS2 English Leader</p>	<p>T4 2020-21</p> <p>T2 T4 T6 2020-21</p> <p>T6 2020-21</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>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 DH (Assessment Leader)</p>	<p>T2 2020-21</p>
	<p>Introduce Remote Learning platforms (SeeSaw Years 1-3, Google Classroom Years 4-6).</p>			<p>KS2 DH (Assessment Leader)</p> <p>SLT BG IT Leader CN</p>	<p>T1 2020-21</p>

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