

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

1. Summary information					
School	Holymead Primary School				
Academic Year	2019-20	Total PP budget	£160,000predicted	Date of most recent PP Review	09/19
Total number of pupils	619	Number of pupils eligible for PP	112	Date for next internal review of this strategy	09/20

2. Current attainment			
July 2019		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
KS2% achieving national standard or above in reading, writing and maths		60%	72%
% achieving the national standard or above in SPAG		57%	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%	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 (Desired outcomes and how they will be measured)		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.	Maintain number of PP pupils who achieved Level 2c/2b at end of KS1 in maths achieve the national standard at end of KS2. 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 2018-19		£158,020.00 Actual income 128 pupils		
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 £42,311.58
Improve attainment in Reading, Writing and Maths.	<p>Focus on monitoring the quality of teaching of writing in Year 3 and supporting teachers in Year 4 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>KS2 English SL has focused monitoring and support on Years 3 and 4 this year. SL reports that improvements have been made and systems (e.g. addressing spelling errors, DART, targets) are now in place. SL has also identified next steps which will be implemented in 2019-20. The number of PP pupils working at EXS+ in Years 3 and 4 has increased since the end of KS1.</p> <p>Year 3 Pupil Premium on track for EXS+:</p> <p>2018 32% (6/19) 2019 42% (8/19)</p> <p>Year 4 Pupil Premium on track for EXS+:</p> <p>2018 32% (6/19) 2019 47% (9/19)</p> <p>Moderation of Maths with support from SLE ensured more accurate assessment of Maths throughout the year. This needs to continue into the next academic year.</p> <p>Maths skills tracker was used, but will need to be implemented more in the next academic year for formative assessment.</p> <p>GL Maths assessment has identified gaps in learning for children and also provided a baseline of measurement for children from T1 in Yr 1 to T6 in Yr 1.</p>	<p>English SL has introduced a new planning overview and expectations for English. This will support a greater focus on writing at length and writing more regularly. SL will also continue to focus monitoring and support on Years 3 and 4. This will include individual support to teachers focusing on marking and feedback. SL has will also deliver whole school CPD focusing on DART (feedback)</p> <p>Teachers need to be made more aware of the outcomes of the GL assessments of individual children for formative assessment purposes. These will be shared with teachers when the feedback arrives at school. Reports for individual children will be shared with LSAs for the purpose of Mathematicians intervention and QFT in Yr 1 and Yr 2.</p> <p>Maths skills tracker sheets need to be monitored more closely and used to inform classroom teaching and targeted support for intervention and to move children further in their learning.</p> <p>PP GDS in Yr 1 for Maths is 0% - a focus for PP is to increase % of GDS. Support from SMC to plan lessons that are provide opportunities for GDS Maths.</p> <p>Monitoring for Yr 1 will continue – observations, planning scrutiny, book looks – ensure feedback is acted upon by follow up monitoring.</p>	

		Yr 1 - End of EYFS PP Maths ARE+ - 27% Yr 1 - End of Yr 1 PP Maths ARE+ - 37%										
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 £86,460.23								
Improved outcomes at end of KS2 in maths.	Rapid response intervention in Years 3, 4, 5 &6. One to one tuition in Years 3, 4, 5 and 6.	67% (14/21) of PP pupils achieved EXS in KS2 SATs (14/19 took test 74%). All pupils who achieved at least 2b at end of KS1 achieved EXS at end of KS2 SATs. 1 pupil achieving L1 at end of KS1 achieved EXS at end of KS2. <table><tr><td>2016</td><td>2017</td><td>2018</td><td>2019</td></tr><tr><td>35%</td><td>77%</td><td>80%</td><td>67%</td></tr></table>	2016	2017	2018	2019	35%	77%	80%	67%	The impact of 1 to 1 tuition, as opposed to group interventions, for PP pupils continues to be significant. At the same time, results for all pupils remain significantly above national outcomes. A greater focus on PP pupils during pupil progress meetings and performance management meetings also supported this process. Where possible we will continue to provide 1 to 1 tuition for PP pupils in years 3, 4 and 5 as well as 6. This will be supported by the recruitment of 2 Uni of Bath placement students. A key focus will be targeting PP pupils for GDS in KS2 SATs.	
2016	2017	2018	2019									
35%	77%	80%	67%									
Improved outcomes at end of KS2 in reading.	One to one reading support delivered by HLTA/LSAs,	KS2 SATs outcomes: PP pupils at EXS+ was 67% compared to 73% of all pupils nationally. This represents 14/19 PP pupils that completed the SATs tests. 1 pupil achieving L1 at end of KS1 achieved EXS at end of KS2. 2019 results maintain the significant improvements in outcomes since 2016. <table><tr><td>2016</td><td>2017</td><td>2018</td><td>2019</td></tr><tr><td>30%</td><td>46%</td><td>67%</td><td>67%</td></tr></table>	2016	2017	2018	2019	30%	46%	67%	67%	The increased focus on PP pupils during pupil progress meetings and performance management meetings has supported this process. Our whole school focus on promoting a love of reading had a significant impact on PP and non-PP pupils and will remain as a focus. A teacher with dedicated responsibility for supporting PP pupils with reading and promoting a love of reading will be in place again for 2019-20. A key focus will be targeting PP pupils for GDS in KS2 SATs.	
2016	2017	2018	2019									
30%	46%	67%	67%									

Improved outcomes at end of KS2 in writing.	One to one pupil/teacher Writing Conferences delivered by Class teachers in Years 5 and 6.	67% of 67% (14/21) of PP pupils achieved EXS in end of KS2 Writing TA. 9/10 pupils who achieved at least 2b at end of KS1 achieved EXS at end of KS2 SATs. . 1 pupil achieving L1 at end of KS1 achieved EXS at end of KS2. <table><tr><td>2016</td><td>2017</td><td>2018</td><td>2019</td></tr><tr><td>55%</td><td>62%</td><td>67%</td><td>67%</td></tr></table>	2016	2017	2018	2019	55%	62%	67%	67%	One to one pupil writing conferences will continue in 2019-20 with a plan to extend to Year 5. Year 6 teachers report that this focused time to discuss writing with PP pupils is an essential tool in raising standards for this group of children. KS2 Assessment Leader will investigate the decline in outcomes in EGPS and introduce strategies to address.	
2016	2017	2018	2019									
55%	62%	67%	67%									
Improved outcomes at end of KS1 in reading	Majority of EYFS 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.	6 children had A-Z intervention. Average progress of 2 reading levels and 10 high frequency words. The children that were deemed not appropriate for A-Z support had regular 1:1 regular 1:1 reading support. Reading recovery – Average progress of 10 reading levels. BRP – Average progress of 4 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. In each year the PP LSA has regularly read with each PP child 1:1.	Individual targeted support will continue for PP children in EYFS. Reading Recovery has a great impact – need to monitor the book levels that children are on throughout the Reading Recovery intervention. BRP will continue into the next academic year. It has been proposed that BRP is delivered by LSAs and volunteers in terms 1 and 2 and then moving some LSAs onto guided reading groups to develop children text retrieval and inference skills. 1:1 reading sessions will continue. Also, Yr 1 and Yr R ‘Love of Reading’ groups will take place with the librarian for those children that are not provided with a literary rich environment at home.									
Improved Phonic outcomes at the end of Y1 and KS1	Targeted phonic groups in Y1. Targeted phonic groups in Y2.	Phonic intervention groups were in place throughout the year. Phonic check pass mark for PP children was 53%. Although disappointing, PP children in this cohort achieved 33% expected in reading; this equates to a 20% increase. Pupils who did not pass the phonic check this year will have phonic intervention in Yr 2 and will take the recheck. 100% of PP children taking the phonic recheck passed.	Phonic groups will take place from Term 1 in the new academic year. Direct phonics will be the first group to run. Phonic recheck group Yr 2 – 5 PP children will received targeted support for the phonic recheck.									

Improved outcomes at end of KS1 in writing	Rapid Write in Y2	<table><tr><td></td><td>Term 1/2 progress</td><td>Term 3/4 progress</td><td>Term 5/6 progress</td></tr><tr><td>Grp 1 - Log 2 - 120</td><td>20</td><td></td><td></td></tr><tr><td>Grp 2 - Log3 - 120</td><td></td><td>9</td><td></td></tr><tr><td>Grp 3 - Log 3 - 120</td><td></td><td>10</td><td></td></tr><tr><td>Grp 5 - Log 2 - 120</td><td></td><td></td><td>6</td></tr><tr><td>Grp 7 - Log 3 - 120</td><td></td><td></td><td>5</td></tr><tr><td>Grp 8 - Log 1 - 120</td><td></td><td></td><td>13</td></tr></table> <p>All PP children in Yr 2 has RW intervention all groups demonstrated progress from entry assessment. KS1 writing SATs outcomes for PP pupils – EXS 46% (an increase from 39% last year). GDS – 0%</p>		Term 1/2 progress	Term 3/4 progress	Term 5/6 progress	Grp 1 - Log 2 - 120	20			Grp 2 - Log3 - 120		9		Grp 3 - Log 3 - 120		10		Grp 5 - Log 2 - 120			6	Grp 7 - Log 3 - 120			5	Grp 8 - Log 1 - 120			13	Rapid Write intervention will continue to take place from Term 1.	
	Term 1/2 progress	Term 3/4 progress	Term 5/6 progress																													
Grp 1 - Log 2 - 120	20																															
Grp 2 - Log3 - 120		9																														
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Grp 5 - Log 2 - 120			6																													
Grp 7 - Log 3 - 120			5																													
Grp 8 - Log 1 - 120			13																													
Improved outcomes at end of KS1 in maths	Maths intervention groups – Numicon and Rapid Response Power Maths books. Maths skills tracker sheet used in Yr 1. GL Maths assessments in Yr 1.	Maths skills tracker was used, but will need to be implemented more in the next academic year for formative assessment. GL Maths assessment has identified gaps in learning for children and also provided a baseline of measurement for children from T1 in Yr 1 to T6 in Yr 1. This was used to feed back to staff in Yr R and Yr 1 regarding coverage of the curriculum in Maths. Yr 1 - End of EYFS PP Maths ARE+ - 27% Yr 1 - End of Yr 1 PP Maths ARE+ - 37% KS1 Maths PP – EXS 69%/GDS 15%	Maths interventions have changed slightly for the coming academic year. As it was quite difficult to ensure that Power Maths was delivered regularly, there will be a new system of interventions delivered according to need. Numicon intervention will be used for SEN children. Mathemagicians is a regular 2:1 intervention focussing on gaps identified from the skills tracker for Maths; this is for LAG but not SEN. Power Maths will be used for borderline EXS/ EXS and GDS.																													
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 parents.	PP pupils were closely tracked and progress monitored. Gaps in GLD identified. PP LSA worked 1:1 with individual children on specific targets. 20% of PP pupils achieved GLD. PP stay and play sessions took place. Cookery and woodwork were particularly well attended. This served to develop closer relationships with parents.	Generally, PP children enter EYFS very low compared to their peers. Staff will continue identify gaps in GLD areas and provide specific targeted support. For those PP children that are entering EYFS more academically able, opportunities will be provided for them to work towards exceeding descriptors. 1:1 support from PP LS will continue. Stay and play sessions are planned for the next academic year – cookery and woodwork focussed.																													
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 £21,155.79																												

Increased levels of engagement in reading.	Promoting a love of reading is PM target for all staff. PP pupils targeted for additional support. Boys PP reading intervention in Year 6. PP Library clubs in Years 4&5. 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. EYFS PP children have story book learning pack lending scheme.	<p>Yr 1 phonic check – 53% PP pass Yr 2 phonic recheck – 100% PP pass Reading recovery – Average progress of 10 reading levels for PP children. BRP – Average progress of 4 reading book levels for PP children in Yr 2. Lending library in place but considering how this can be more effective for next year as parents are not engaged with this. 1:1 reading taking place in all EYFS and KS1 year groups with PP LSA. KS1 reading PP – EXS 69%/GDS 8% EYFS reading PP – EXP 20%/EXC 7%</p> <p>In KS2 the designated PP Teacher continues to focus on engaging PP pupils in developing a love of reading. This includes providing free books to pupils and organising a visit to a book store to choose and purchase books for the school. The English Curriculum continues to be planned around significant, quality children's literature. All staff continue to have PM targets related to promoting a love of reading and improving outcomes for disadvantaged pupils. 2019 results maintain the significant improvements in outcomes since 2016.</p> <table><tr><td>2016</td><td>2017</td><td>2018</td><td>2019</td></tr><tr><td>30%</td><td>46%</td><td>67%</td><td>67%</td></tr></table>	2016	2017	2018	2019	30%	46%	67%	67%	<p>We need to consider how the EYFS lending library can be more effective for the coming academic year. Yr R and Yr 1 'Love of Reading' groups will take place with the librarian for the coming year.</p>	
2016	2017	2018	2019									
30%	46%	67%	67%									
Effective support for PP emotional needs is in place.	Learning Mentor/Family Liaison Officer employed to support pupils and their families' emotional needs (includes delivering programmes to support family needs).	<p>Family link worker establishes close working relationships with vulnerable families. She signposts to various agencies who can provide support to families. Parenting gym run.</p>	<p>Family Link Worker will continue to provide support and being proactive in signposting families to various agencies. FLW will monitor attendance and inform PP parents of the new Attendance Incentive Programme being introduced in 2019-20.</p>									

Prepare children for entry to school.	Liaise with local nursery provision to talk about school readiness. Stay and play sessions for transition and specific PP stay and play sessions.	<p>Transition stay and play sessions took place. All were invited. A few PP parents came with their children. Throughout the year PP stay and play sessions took place. Cookery and woodwork were particularly well attended. This served to develop closer relationships with PP parents.</p> <p>Regular visits to Hamilton's are taking place. Support has been in the form of phonics and fine motor control. PP LSA has also visited Hamilton's to prepare for transition of known PP children. It has been evident from baseline assessment for phonic sounds that children who came from Hamilton's pre-school are more competent in phonic sounds than children from other pre-school settings.</p> <p>PP LSA has established a link with St Luke's pre-school. She has a theme for each visit.</p>	Visits to local pre-schools will continue – Hamilton's visits have been particularly beneficial. Consider a teacher accompanying PP LSA to ST Luke's pre-school next academic year for phonic support.	
			Other including camp	£8,029.40
			Grand Total (Actual)	£158,020.00

5. Planned expenditure					
Academic year		2019-20			
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.	<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>Outcomes in writing were significantly lower in Year 4 compared to other year groups in KS2 in 2018-19. There is also a relatively new team in Year 3 who will need support with planning and pitch. Through lesson observations and book reviews English SL and Assessment Leader were able to identify Years 3 and 4 as the year groups most in need of support with planning and delivery. Schools assessment highlights Year 5 as a lower attaining year group who may need additional support in terms of resources and interventions.</p> <p>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.</p>	<p>Book review in Year 3 Terms 1 to 5. Book review in Year 4 Terms 1 to 5. Book review in Year 5 Terms 2 and 4. Pupil progress meeting Terms 2, 4 and 6.</p> <p>Book review in Terms 2 and 4 – SMC. Lesson observation Term 3 and 5 – SMC. Pupil progress meetings in Terms 2, 4 and 6. Speak 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 in Terms 2,4,6</p>	<p>KS2 English SL KS2 Maths SL KS2 DHT</p> <p>Maths SL KS1 DH EYFS lead</p>	<p>July 2020</p> <p>July 2020</p>
Total predicted budgeted cost i					£45,000
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 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.	Students are identified in Y1 for the RR programme. PP are prioritised. Evidence shows it allows pupils to bridge the gap.	LSA will deliver A-Z intervention to pupils during EYFS in T5 and 6. Children are selected for the RR programme through a set criteria. The programme rigorously monitors and track pupils through KS1 and KS2. They are also internally tracked by assessment lead. RR teacher is assessed yearly by the programme. Children having received RR are then provided with at least 1 round of BRP to ensure continued progress. Yr 1 pupils will be selected for BRP during Term 3. HLTA will provide small group GR support from Y2 pupils from Term 2.	RR teacher DHT KS1 EYFS lead	T2 T4 T6 2019-20
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 LSA timetabled in Y2 to deliver phonic interventions. Children are identified for Direct Phonics, Phase 3 and Phase 5 phonic interventions as necessary. Progress of all PP children will be closely monitored.	DHT KS1	Termly 2019-20
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.	Internal data shows that RW allows the 'gap' to be narrowed between pupils that are age related and those that aren't. Mighty writer kits develop the use of creative story language.	EYFS and Y1 data will be used to identify individuals for the intervention. Pre and post assessment data will be used to monitor progress. Close monitoring of KS1 English books/planning.	DHT KS1 English lead KS1	Termly 2019-20

Improved outcomes at end of KS1 in maths	<p>Maths intervention groups – Numicon, Mathemagicians and power Maths.</p> <p>Maths skills tracker sheet used in KS1.</p> <p>GL Maths assessments in Yr 1.</p>	Internal data shows that Numicon is good at identifying gaps in children's learning and then addressing those 'gaps'.	<p>Numicon has a structured programme which is overseen by the Maths lead, this will be used for SEN. Pupils are tracked regularly.</p> <p>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 and Maths skills tracker is being used. Power Maths books are being used to reinforce class learning in Maths. Mathemagicians provides targeted support for gaps in Maths skills/knowledge.</p>	DHT KS1 Maths lead	T2, T4, T6 2019-20
Improved outcomes at end of EYFS	<p>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.</p> <p>PP stay and play sessions to engage PP parents.</p> <p>Adopt a pet reading initiative.</p>	National and school evidence shows that PP pupils, particularly boys are entering Reception behind their peers, especially in reading, writing and maths.	<p>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.</p> <p>PP LSA to provide targeted support in English and Maths. Interventions such as A-Z and Numicon will be provided.</p> <p>KS1 PP LSAs to follow this model of in class support for KS1 PP children.</p>	EYFS lead KS1 DHT	Ongoing monitoring and assessment 2019-20.

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.	Internal data shows that Numicon is good at identifying gaps in children's learning and then addressing those 'gaps'.	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 and Maths skills tracker is being used. Power Maths books are being used to reinforce class learning in Maths. Mathemagicians provides targeted support for gaps in Maths skills/knowledge.	DHT KS1 Maths lead	T2, T4, T6 2019-20
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.	We had previously used a similar model of leadership to address poor levels of attainment in boys' writing. This model of distributive leadership coupled with a macro management approach had achieved very positive results. There is a long established tradition of extra reading support to help bridge the 'gap', from all staff in KS1. Evidence shows impact.	Regular reviews at staff meetings each term. Pupil progress meetings in terms 2, 4 and 6. PM target for Y1 LSA – LOR groups. PM target for YR LSA – adopt a pet.	HT DHT KS1 DHT KS2 English SL Learning Mentor/Family Liaison Officer	Pupil progress meetings T2 T4 T6
Total predicted budgeted cost ii					£86,000
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?

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 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.	We had previously used a similar model of leadership to address poor levels of attainment in boys' writing. This model of distributive leadership coupled with a macro management approach had achieved very positive results. There is a long established tradition of extra reading support to help bridge the 'gap', from all staff in KS1. Evidence shows impact.	Regular reviews at staff meetings each term. Pupil progress meetings in terms 2, 4 and 6. PM target for Y1 LSA – LOR groups. PM target for YR LSA – adopt a pet.	HT DHT KS1 DHT KS2 English SL Learning Mentor/Family Liaison Officer	Pupil progress meetings T2 T4 T6
Prepare children for entry to school.	Liaise with local nursery provision to talk about school readiness. Stay and play sessions for transition.	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 attend 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. Pencil grip and school readiness analysis in Term 1. Regular visits will be arranged to monitor progress. Themed stay and play sessions throughout the year.	EYFS lead DHT KS1	Termly 2019-20
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). Stay and play sessions for EYFS and Yr 1 pupils and parents. strengthening relationships between school and families.	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 T2 T4 T6 Use Boxall Profile to assess emotional and behavioural difficulties- SENCO.

Total predicted budgeted cost iii	£21,000
Total predicted additional cost	£8,000
2019-2020 predicted Grand Total	£160,000

6. Additional detail

Support for costs eg camps, trips, clubs £8,000

Total = £160,000