

1. Summary information					
Academy	Danesholme Infant Academy				
Academic Year	2020-2021	Total PP budget	61,768	Date of most recent PP Review	05/05/21
Total number of pupils	222	Number of pupils eligible for PP	62	Date for next internal review of this strategy	15/06/21

1. Current attainment YEAR 2 (Summer 2019 figures due to figures not available Summer 2020, COVID- 19)		
	<i>Pupils eligible for PP (your school)</i>	<i>All Pupils (national average 2018)</i>
% achieving in reading, writing and maths (Combined)	41% Ever 6 60% non-Ever 6	
% making expected standard reading	59% Ever 6 74% non-Ever 6	75%
% making expected standard in writing	41% Ever 6 65% non-Ever 6	70%
% making expected standard in maths	59% Ever 6 81% non-Ever 6	76%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Oral language skills in Reception are lower for pupils eligible for Pupil Premium than for other pupils. This slows reading progress in subsequent years as children don't develop more ambitious vocabulary which they could use in writing.
B.	High ability pupils who are eligible for Pupil Premium at risk of not converting to GLD in EYFS or Greater Depth at KS1.
C.	Lower percentage of children achieving Age Related Expectations (ARE) in Reading, Writing and Maths at the end of KS1 for PP in comparison to NPP children
D.	Limited cultural capital and experiences for PP children

External barriers (*issues which also require action outside school, such as low attendance rates*)

E.	Attendance rates for many Pupil Premium children are significantly below acceptable attendance percentage (95%)
F.	Parental engagement is generally poorer for our Pupil Premium– both at parent meetings and school events

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>																																										
A.	<p>Improved oral language skills for pupils eligible for Pupil Premium in Reception class, and then carry this in to year 1 and year 2. Progress to be track and measure using Infant language link programme</p> <p>The need for intervention to be halved by the end of the academic year. Raising those on track for language skills from 42% to 71%</p>	<p>Pupils eligible for Pupil Premium whom are identified as behind in their oral language skills to show excelled progress- to be measured using Infant language link.</p> <p><i>The current year 1 cohort had baselines of CLL which were all below 40-60 E showing 100% of children were behind on their oral language skills. By Spring this figures improved to 30%; though improved this figure still shows a need for an oral language intervention.</i></p> <p><i>Baseline 2020 Infant language links shows that 58% of PP children across the Academy need language intervention.</i></p>																																										
B.	<p>Progress of individual all PP children to show that children remain on track and in some cases excel to reach Greater Depth in KS1</p> <p>Baseline 2020 showed that there are currently no PP or NPP children above age related expectations in reading writing or maths. Due to this it would be appropriate to aim for 10% of PP children to achieve Exceeding in R/W/M in EYFS and GDS in Year 2</p>	<p>The 2020 Year 2 cohort had the following figures at the end of EYFS for exceeding.</p> <table border="1"> <thead> <tr> <th>Groups</th> <th>GLD Exc</th> <th>% Exc Reading</th> <th>% Exc Writing</th> <th>% Exc Number</th> </tr> </thead> <tbody> <tr> <td>Ever 6 (9)</td> <td>0% (0)</td> <td>0% (0)</td> <td>0% (0)</td> <td>0% (0)</td> </tr> <tr> <td>nEver 6 (67)</td> <td>0% (0)</td> <td>15% (10)</td> <td>1% (1)</td> <td>7% (5)</td> </tr> </tbody> </table> <p><i>Currently no PP children are on track to achieve Greater depth. Evidence of excelled progress towards greater depth in year 2 and Exc for current reception children will be a key determinate.</i></p>	Groups	GLD Exc	% Exc Reading	% Exc Writing	% Exc Number	Ever 6 (9)	0% (0)	0% (0)	0% (0)	0% (0)	nEver 6 (67)	0% (0)	15% (10)	1% (1)	7% (5)																											
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C.	<p>Percentage of children achieving Age Related Expectations (ARE) in Reading, Writing and Maths at the end of KS1 have improved and are in line with comparative NPP figures if not narrowed.</p>	<p>More Pupil Premium children achieving age related expectations in Reading, Writing and Maths at the end of KS1 in comparison to their GLD figures.</p> <p>The gap between PP and NPP will narrow.</p> <p>The 2020 Year 2 cohort had the following figures at the end of EYFS</p> <table border="1"> <thead> <tr> <th>Groups</th> <th>GLD</th> <th>% Reading</th> <th>% Writing</th> <th>% Number</th> </tr> </thead> <tbody> <tr> <td>Ever 6 (9)</td> <td>44% (4)</td> <td>33% (3)</td> <td>44% (4)</td> <td>56% (5)</td> </tr> <tr> <td>nEver 6 (67)</td> <td>64% (43)</td> <td>67% (46)</td> <td>64% (43)</td> <td>73% (49)</td> </tr> </tbody> </table> <p>Year 2 Baseline 2020 data/ target-</p> <table border="1"> <thead> <tr> <th rowspan="2">Groups</th> <th colspan="6">% on track for ARE</th> </tr> <tr> <th>Reading Baseline</th> <th>Reading End of year target</th> <th>Writing Baseline</th> <th>Writing End of Year</th> <th>Maths Baseline</th> <th>Maths end of Year</th> </tr> </thead> <tbody> <tr> <td>Ever 6</td> <td>0%</td> <td>tbc</td> <td>0%</td> <td>tbc</td> <td>0%</td> <td>tbc</td> </tr> <tr> <td>nEver 6</td> <td>2%</td> <td>tbc</td> <td>2%</td> <td>tbc</td> <td>2%</td> <td>tbc</td> </tr> </tbody> </table> <p>Year 1 Baseline 2020 data/ target-</p>	Groups	GLD	% Reading	% Writing	% Number	Ever 6 (9)	44% (4)	33% (3)	44% (4)	56% (5)	nEver 6 (67)	64% (43)	67% (46)	64% (43)	73% (49)	Groups	% on track for ARE						Reading Baseline	Reading End of year target	Writing Baseline	Writing End of Year	Maths Baseline	Maths end of Year	Ever 6	0%	tbc	0%	tbc	0%	tbc	nEver 6	2%	tbc	2%	tbc	2%	tbc
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D. Children will receive a rich curriculum designed with lots of opportunities to explore concepts in a hands on way. Children will gain a love for learning through an enriched curriculum which takes into account the difference experiences of our learners. Pupil voice and interviews will outline pupil engagement alongside lesson observations.

The differences in cultural capital between learners will be evened out through school experiences, children will be able to articulate this in pupil voice questionnaires

E. Pupil premium children whom initially have low attendances rates show improvement as the year goes by. PP attendance rates in comparison to NPP attendance rates narrow.

Individual Attendance percentages term upon term to show improvement or to be at least 95% (national average)

2019-2020 Attendance (before lockdown)

Group	Pupils in group	Attendances
Pupil Premium	72	91%
Not Pupil Premium	207	94%

%. 2019-2020 gap to close.
Autumn 1 2020 Attendance for PP children was 91% in comparison to NPP are 95%

F. Parental engagement improved; relationships with class teachers, attendance lead, PP lead, FSW. Children's attendance improves and parents attend more workshops and engage in school life more

Improved communication with these parents. Teachers to make regular contact with these parents. Family Support Worker also available and aware of their needs.

4. Planned Expenditure

Academic year **2020-2021**

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	How will you ensure it is	Staff lead	When will you review implementation?
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		rationale for this choice?	implemented well?																													
<p>A - Improved oral language skills for pupils eligible for Pupil Premium in Reception class, and then carry this in to year 1 and year 2.</p> <p>The need for intervention to be halved by the end of the academic year. Raising those on track for language skills from 42% to 71%</p>	<p>Develop a language rich environment across the school. QFT to provide the children with lots of experiences to develop language through hands on learning.</p> <p>December 2020 – staff have all received CPD on developing children’s language skills; talk for writing and FANTASTICS January 2020- CPD for improving attainment for HAP</p> <p>Visitors in, Trips and Residential to support learning and to provide hands on experience to develop language acquisition</p> <p>All PP children to have their own copies of key school texts to develop language skills at home- topic focussed</p> <p>Vocabulary focus on all curriculum area to support with QFT- Middle leaderships professional development for this</p>	<p>We want to invest some of the Pupil Premium in longer term change which will help all pupils by developing the QFT of our staff. Evidence that oral language and vocabulary building in lessons improve children’s progress has been reflected upon in many studies such as the oral language curriculum, culture and assessment toolkit 2015 and bridging the vocabulary Gap 2010.</p> <p>We want to engage parents with the story-</p>	<p>Infant language link progress</p> <p>Book scrutiny- evidence of language in writing</p> <p>Pupil voice</p> <p>Parent voice</p>	<p>Mrs Intwala and Mrs Harris</p> <p>All teaching staff</p>	<p>Half termly review using Infant language links progress assessments half termly PP assurance board meetings</p> <p>Autumn - 87% of children on Infant language links have made good progress from their starting points.</p> <p>EYFS attainment data in Listening and attention-</p> <table border="1"> <thead> <tr> <th></th> <th>Baseline</th> <th>Autumn 2</th> </tr> </thead> <tbody> <tr> <td>% of chn 30-50 S or above</td> <td>4%</td> <td>29%</td> </tr> <tr> <td>% of chn 40-60 E or above</td> <td>0%</td> <td>8%</td> </tr> </tbody> </table> <p>EYFS attainment data in Understanding-</p> <table border="1"> <thead> <tr> <th></th> <th>Baseline</th> <th>Autumn 2</th> </tr> </thead> <tbody> <tr> <td>% of chn 30-50 S or above</td> <td>4%</td> <td>45%</td> </tr> <tr> <td>% of chn 40-60 E or above</td> <td>0%</td> <td>8%</td> </tr> </tbody> </table> <p>EYFS attainment data in Speaking-</p> <table border="1"> <thead> <tr> <th></th> <th>Baseline</th> <th>Autumn 2</th> </tr> </thead> <tbody> <tr> <td>% of chn 30-50 S or above</td> <td>8%</td> <td>38%</td> </tr> <tr> <td>% of chn 40-60 E or above</td> <td>0%</td> <td>8%</td> </tr> </tbody> </table> <p>Spring -</p> <p>Started Infant Language links for Year 1 children whom are in school</p>		Baseline	Autumn 2	% of chn 30-50 S or above	4%	29%	% of chn 40-60 E or above	0%	8%		Baseline	Autumn 2	% of chn 30-50 S or above	4%	45%	% of chn 40-60 E or above	0%	8%		Baseline	Autumn 2	% of chn 30-50 S or above	8%	38%	% of chn 40-60 E or above	0%	8%
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		<p>led curriculum. We want to bridge home and school learning- <i>'For young children, promoting shared book reading should be a central component of any parental engagement approach. Home learning activities, such as playing with letters and numbers, are also linked to improved outcomes'</i>- Working with parents to support children's learning guidance report EFF 2019</p>			<p>Summer- Learning walks indicate strong learning environments for vocabulary across the school. Children accessing the FANTASTICS to support with vocabulary development. Curriculum maps now reflect vocabulary development.</p>
<p>B - Progress of individual all PP children to show that children remain on track and in some cases excel to reach Greater Depth in KS1</p>	<p>Planning to support higher achievers. Pupils responding to marking and improving their work accordingly. Assessment for learning used effectively.</p>	<p>QFT effectively differentiates to extend all learners including HAP pupil- <i>'Over 40 years a number of systematic reviews and</i></p>	<p>Book scrutiny, assessments, lesson observations.</p>	<p>Mrs Intwala, Mrs Harris, Miss Sellars</p>	<p>Review at data drops December 2020, April 2021 and June 2021</p> <p>Autumn - Now the children have settled into their education (post first COVID lockdown) Data shows there is an attainment gap between PP and non PP children in reading, writing and maths. However this is not the case in Year 1 where PP children are attaining higher than their peers. Please see December TALE for details on data. There are currently no children on track for GDS</p>

<p>Baseline 2020 showed that there are currently no PP or NPP children above age related expectations in reading writing or maths. Due to this it would be appropriate to aim for 10% of PP children to achieve Exceeding in R/W/M in EYFS and GDS in Year 2</p> <p>C- Percentage of children achieving Age Related Expectations (ARE) in Reading, Writing and Maths at the end of KS1 have improved and are in line with comparative NPP figures if not narrowed.</p>	<p>Additional adults deployed efficiently.</p>	<p><i>meta-analyses have provided consistent evidence about the benefits of collaborative learning.</i> - EEF collaborative learning toolkit</p>			<p>Spring –</p> <p>Outcomes data for disadvantages pupils % on track</p> <table border="1"> <thead> <tr> <th>Year group</th> <th>Reading baseline</th> <th>Reading April data</th> <th>Phonics baseline</th> <th>Phonics April data</th> <th>Writing baseline</th> <th>Writing April data</th> <th>Maths baseline</th> <th>Maths April data</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>0%</td> <td>6%</td> <td>0%</td> <td>31%</td> <td>0%</td> <td>12%</td> <td>0%</td> <td>6%</td> </tr> <tr> <td>Year 1</td> <td>4%</td> <td>15%</td> <td>0%</td> <td>35%</td> <td>4%</td> <td>8%</td> <td>9%</td> <td>19%</td> </tr> <tr> <td>Year 2</td> <td>0%</td> <td>6%</td> <td>12.5%</td> <td>56%</td> <td>0%</td> <td>6%</td> <td>0%</td> <td>6%</td> </tr> </tbody> </table> <p>Point progress % data for disadvantages pupils</p> <p>For two terms it is considered good progress if a child makes 2 points progress</p> <table border="1"> <thead> <tr> <th></th> <th>0 point progress</th> <th>1 point progress</th> <th>2 point progress</th> <th>3 point progress or more</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>14%</td> <td>36%</td> <td>34%</td> <td>16%</td> </tr> <tr> <td>Writing</td> <td>7%</td> <td>45%</td> <td>34%</td> <td>14%</td> </tr> <tr> <td>Maths</td> <td>12%</td> <td>34%</td> <td>40%</td> <td>14%</td> </tr> </tbody> </table>	Year group	Reading baseline	Reading April data	Phonics baseline	Phonics April data	Writing baseline	Writing April data	Maths baseline	Maths April data	Reception	0%	6%	0%	31%	0%	12%	0%	6%	Year 1	4%	15%	0%	35%	4%	8%	9%	19%	Year 2	0%	6%	12.5%	56%	0%	6%	0%	6%		0 point progress	1 point progress	2 point progress	3 point progress or more	Reading	14%	36%	34%	16%	Writing	7%	45%	34%	14%	Maths	12%	34%	40%	14%
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<p>D- Children will receive a rich curriculum designed with lots of opportunities to explore concepts in a hands on way. Children will gain a love for learning through</p>	<p>QFT has planned in opportunities to enriched activities including trips, residential, visitors.</p> <p>CPD- middle leader development/ curriculum</p>	<p>Department for Culture, Media and Sport: March 2016 The Culture White Paper- highlights the importance of culture and the research that</p>	<p>Pupil voice</p> <p>Middle leader meetings/ dialogue</p> <p>Pupil voice</p>	<p>All middle leaders, pupil premium champions</p> <p>Mrs Intwala</p>	<p>Half termly pupil voice/ parent voice</p> <p>Half termly PP assurance board meetings.</p> <p>Autumn 2- Forest school had started prior to the second national lockdown. Pupil voice indicates that children were engaged in the outdoor learning experiences. FSW noted confidence building through this was positive</p> <p>Due to the restrictions of COVID 19 there has been no funding used on Trips. The PPAB will now look into the use of this fund elsewhere to support with pupil development due to the continued restrictions</p>																																																								

<p>an enriched curriculum which takes into account the difference experiences of our learners</p>	<p>Forest school</p>	<p>shows how giving children opportunities to explore culture enhances their life</p> <p>EEF- Outdoor learning toolkit- <i>'Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.'</i></p>		<p>Mrs Malcomson and Miss Simcoe</p>	<p>The middle leadership programme is showing green shoots in its development evident in books scrutiny, pupil voice and learning environments. Leaders are more confident in their curriculum areas and this is now transferring more into practise.</p> <p>Spring Trip money was re-allocated based on the restrictions of COVID 19</p> <p>Summer Math week was well received by pupils, many entering the competition and parents commenting positively of the free maths packs for home</p>
<p style="text-align: center;">Total budgeted cost to include staff training</p> <p>Visitor/ Trips- 50 pupils x £120 each=£10300 – changed to-</p> <p>2000- story teller, circus, art day</p> <p>1000- maths PP packs for number day and RS out (cover) to run the event. Happy puzzles</p> <p>500 Reward stickers and trophy-</p> <p>300 SEND/ games- well being box-</p> <p>300 Sensory/ musical</p> <p>1500- P.E/ well being- whole day whole school events</p>					

500 music day

Gardening- 4200

CPD- supply costs- £1500

Forest school-£200

Topic reading books- £2500

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?																		
<p>A - Improved oral language skills for pupils eligible for Pupil Premium in Reception class, and then carry this in to year 1 and year 2.</p> <p>The need for intervention to be halved by the end of the academic year. Raising those on track for language skills from 42% to 71%</p>	<p>1 to 1 and small group work – well planned, led by the FSW using infant language links and speech links. All PP children to be baselined on Infant language links</p>	<p><i>‘Overall, the evidence is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics (there are fewer studies at secondary level or for other subjects). Effects on pupils from disadvantaged backgrounds also tend to be particularly positive’ - EEF one to one tuition.</i></p> <p><i>‘Targeted small group and one-to-one interventions have the</i></p>	<p>Half termly review using Infant language links and speech link progress assessments</p> <p>Deputy Principal to ensure targeted timetables are followed consistently</p> <p>Half termly monitoring and evaluation of any interventions used.</p>	<p>FSW- Miss Simcoe</p> <p>Deputy Principal- Mrs Intwala</p>	<p>Half termly review using Infant language links progress assessments</p> <p>Autumn 2- 87% of children on Infant language links have made good progress from their starting points.</p> <p>EYFS attainment data in Listening and attention-</p> <table border="1" data-bbox="1167 815 1556 1042"> <thead> <tr> <th></th> <th>Baseline</th> <th>Autumn 2</th> </tr> </thead> <tbody> <tr> <td>% of chn 30-50 S or above</td> <td>4%</td> <td>29%</td> </tr> <tr> <td>% of chn 40-60 E or above</td> <td>0%</td> <td>8%</td> </tr> </tbody> </table> <p>EYFS attainment data in Understanding-</p> <table border="1" data-bbox="1167 1155 1556 1382"> <thead> <tr> <th></th> <th>Baseline</th> <th>Autumn 2</th> </tr> </thead> <tbody> <tr> <td>% of chn 30-50 S or above</td> <td>4%</td> <td>45%</td> </tr> <tr> <td>% of chn 40-60 E or above</td> <td>0%</td> <td>8%</td> </tr> </tbody> </table> <p>EYFS attainment data in Speaking-</p>		Baseline	Autumn 2	% of chn 30-50 S or above	4%	29%	% of chn 40-60 E or above	0%	8%		Baseline	Autumn 2	% of chn 30-50 S or above	4%	45%	% of chn 40-60 E or above	0%	8%
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C- Percentage of children achieving Age Related Expectations (ARE) in Reading, Writing and Maths at the end of KS1 have improved and are in line with comparative NPP figures if not narrowed.	<p>1 to 1 and small group work intervention for reading and phonics to be planned in as part of the FSW timetable</p> <p>Teachers to plan in their own interventions for PP children for M and W based on current levels and assessments</p> <p>PP after school reading club for Year 1 and Year 2</p>	<p><i>'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. '- EEF the attainment gap report 2018</i></p> <p><i>'EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.'</i> - EEF</p>	<p>Deputy principal to ensure targeted timetables are followed consistently. Half termly monitoring and evaluation of any interventions used.</p> <p>Teachers to create a clear timetable for their TA's which states when PP intervention is to take place</p> <p>Attendance of clubs to be monitored</p>	<p>Deputy Principal- Mrs Intwala</p> <p>All class teachers and Teaching assistants</p> <p>Family support worker</p>	<p>Review at data drops December 2020, April 2021 and June 2021 and half termly PP assurance board meetings</p> <p>Autumn - Now the children have settled into their education (post first COVID lockdown) Data shows there is an attainment gap between PP and non PP children in reading, writing and maths. However this is not the case in Year 1 where PP children are attaining higher than their peers. Please see December TALE for details on data. There are currently no chn on track for GDS</p> <p>Spring -</p>									

the attainment gap report 2018
We want all our children to enjoy the 'pleasure of reading' beyond the school environment

Outcomes data for disadvantages pupils % on track

Year group	Reading baseline	Reading April data	Phonics baseline	Phonics April data	Writing baseline	Writing April data	Maths baseline	Maths April data
Reception	0%	6%	0%	31%	0%	12%	0%	6%
Year 1	4%	15%	0%	35%	4%	8%	9%	19%
Year 2	0%	6%	12.5%	56%	0%	6%	0%	6%

Point progress % data for disadvantages pupils

For two terms it is considered good progress if a child makes 2 points progress

	0 point progress	1 point progress	2 point progress	3 point progress or more
Reading	14%	36%	34%	16%
Writing	7%	45%	34%	14%
Maths	12%	34%	40%	14%

Total budgeted cost to include allocation of teaching assistants and pastoral support

FSW salary (% of timetable)- £10,000
Infant language links/ speech links- £605
TA Intervention wage- £10,000
Reading club resources- £500

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?
E. Pupil premium children whom initially have low attendances rates show improvement as the year goes by. PP attendance	Attendance officer employed to monitor pupils and follow up quickly on absences. First day response provision. Review procedures and ensure letters are used effectively. Issue penalty notice through NCC All PP children to have access to	We cannot improve attainment for children if they aren't actually attending school NFER- What are the most effective ways to support disadvantaged pupil 2015	Half termly meetings with the Pupil premium assurance board. Attendance officer to pass this information to the year group PP champions. Attendance officer to keep a detailed record of all PP children Half termly whole school sharing of information to all key stake holders.	Mrs Tanser Mrs Intwala	Half termly PP assurance board meetings Half termly PP assurance board meetings

<p>rates in comparison to NPP attendance rates narrow.</p> <p>Individual Attendance percentages term upon term to show improvement or to be at least 95%</p>	<p>breakfast club from October 2020 onwards</p> <p>All PP children to have access to the walking bus from October 2020 onwards</p>		<p>Attendance to be monitored</p> <p>Attendance to be monitored</p>	<p>Mrs Intwala</p>	<p>Half termly PP assurance board meetings</p> <p>Autumn - Though overall attendance had dropped from 93.6% to 93.1. Individual persistent absent cases have improved. For 17% of chn being PA to 15% 55% of current PA children now attending breakfast club</p> <p>Due to COVID-19 there has been no walking bus.</p> <p>Spring 1- After the second national lockdown we moved to online learning-</p> <table border="0"> <tr> <td>Loan devices</td> <td style="text-align: right;">31%</td> </tr> <tr> <td>In school</td> <td style="text-align: right;">22%</td> </tr> <tr> <td>Online</td> <td style="text-align: right;">48%</td> </tr> <tr> <td>Collected learning packs</td> <td style="text-align: right;">91%</td> </tr> <tr> <td>Contact</td> <td style="text-align: right;">100%</td> </tr> <tr> <td>FSW support</td> <td style="text-align: right;">51%</td> </tr> </table> <p>Spring 2- <u>Attendance 2020-2021</u></p> <table border="1"> <thead> <tr> <th>Group</th> <th>October</th> <th>December</th> <th>February</th> <th>April</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>93.6%</td> <td>92.7%</td> <td>No data due to lockdown</td> <td>93.1%</td> </tr> <tr> <td>Not Pupil Premium</td> <td>97.1%</td> <td>97.6%</td> <td>No data due to lockdown</td> <td>97.7%</td> </tr> </tbody> </table> <p><u>Persistent absences</u></p> <table border="1"> <thead> <tr> <th></th> <th>Baseline</th> <th>December</th> <th>February</th> <th>April</th> </tr> </thead> <tbody> <tr> <td>Percentage of PP chn who are PA</td> <td>17%</td> <td>15%</td> <td>No data due to lockdown</td> <td>20%</td> </tr> </tbody> </table>	Loan devices	31%	In school	22%	Online	48%	Collected learning packs	91%	Contact	100%	FSW support	51%	Group	October	December	February	April	Pupil Premium	93.6%	92.7%	No data due to lockdown	93.1%	Not Pupil Premium	97.1%	97.6%	No data due to lockdown	97.7%		Baseline	December	February	April	Percentage of PP chn who are PA	17%	15%	No data due to lockdown	20%
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Average percentage of PA pupil premium child	66.9%	67.3%	No data due to lockdown	55%
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Point progress % data for disadvantages pupils whom were persistent absent children

For two terms it is considered good progress if a child makes 2 points progress

	0 point progress	1 point progress	2 point progress	3 point progress or more
Reading	46%	31%	15%	8%
Writing	15%	77%	8%	0%
Maths	23%	54%	15%	8%

<p>F. Parental engagement improved; relationships with class teachers, attendance lead, PP lead, FSW. Children's attendance improves and parents attend more workshops and engage in school life more</p>	<p>Identify which parents aren't engaging with the Academy. Family support worker to monitor with class teachers and from the half termly PP assurance board meetings</p> <p>Termly parent voice/ PP meetings to engage parents</p> <p>Day to day interactions with parents before and afterschool to take place where possible</p>	<p>'Parent involvement and student academic performance: A multiple mediational analysis 2010' research showed that Parent involvement in a child's education is consistently found to be positively associated with a child's academic performance.</p>	<p>Monitor the effects of involvement with the academy.</p> <p>Register kept of parents and children who are accessing PP questionnaire and meetings</p> <p>Half termly pupil premium assurance board meetings</p>	<p>All teachers and family support worker.</p> <p>Mrs Intwala</p> <p>All staff, PP champions to monitor</p>	<p>Half termly PP assurance board meetings</p>
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	To create a family room space to support PP families	<p><i>'Start by assessing needs and talking to parents about what would help them support learning: targeting is likely to be needed to use resources effectively and avoid widening gaps'</i> Working with parents to support children's learning guidance report EFF 2019</p> <p>Providing food that helps children to maintain concentration and develop social skills.</p> <p>An inviting space will make parents feel more welcomed into school</p>	<p>outlining parental engagement</p> <p>Once created- monitor usage of it</p>	Miss Simcoe	
Total budgeted					<p>Attendance officer- £5,000</p> <p>Walking bus- £2400- changed to wrap around care</p> <p>Breakfast club- £5,000</p> <p>Family room/ resources- £3,000-</p>
Review 2019-2020					
Academic year	2019-2020				
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact	Lessons learned (and whether you will continue with this approach)		

		on pupils not eligible for PP, if appropriate.	
A - Improve oral language skills for pupils eligible for Pupil Premium in Reception class, and then carry this in to year 1 and year 2.	Staff implementing training Purchase Speechlinks package and training for all TAs	Speech within the academy is improving but not accelerated with the additional support.	Speechlinks has not been effectively monitored a driven this term. This needs to be effectively led in order for it to have the desired impact. Speech links to continue next year, but with further CPD for TA's and have a lead person; FSW
B - Higher rates of progress across KS1 for high attaining pupils eligible for Pupil Premium. Providing targeted intervention for Able and G&T pupils in Year 1 and Year 2.	Planning to support higher achievers. Pupils responding to marking and improving their work accordingly. Assessment for learning used effectively. Additional adults deployed efficiently.	Due to COVID 19 there has been no statutory assessment of this cohort. QFT has improved with the support of talk for writing, FANTASTICS, white rose and the HAP maths year 2 groupings. Interventions were less successful.	Continue to work on quality first teaching in differentiation for HAP through effective CPD. Literacy and Maths lead to lead on this
C - Improving % of children achieving Age Related Expectations (ARE) in Reading, Writing and Maths at the end of KS1.	Planning to support higher achievers. Pupils responding to marking and improving their work accordingly. Assessment for learning used effectively.	Progress is evident in books for some pupils but not all. Due to COVID- 19 there is no end of year data to assess a full years progress.	Continue to focus on this; deployment of adults to be a key area in regards to afternoon interventions and continue CPD to improve QFT particularly RWI training

	Additional adults deployed efficiently.		
D - Inconsistent use of precision, care and accuracy in all academic areas resulting in simple errors, mistakes and poor presentation in Year 1 and 2.	Planning to support higher achievers. Pupils responding to marking and improving their work accordingly. Assessment for learning used effectively. Additional adults deployed efficiently.	Presentation is still an area for development. Kinetic letters has not fed through particularly well in the school. Responsive marking is taking place but outcomes are hard to measure due to COVID-19. Progress is evident in books for some pupils	Approach to this problem was maybe not as tight as hoped in order to have desired impact. The new introduction of RWI will support presentation in the next academic year and will entwine writing, phonics and presentation more tightly. Response marking will still be used to support learners.
E - Pupil Premium children with multiple barriers – behaviour, child in need, SEND, EAL, gender, attendance.	1 to 1 and small group work – well planned by teacher and carried out by teacher or TA. Gaps in learning are identified and planned interventions address these. Ensure support in lessons is by additional adult, small group or access to manipulatives.	Interventions have showed some progress but not significant. Attendance is still a significant barriers to out PP children.	Attendance is a key issue for many PP children and this need to remain as an area for focus. Further CPD on QFT to support all pupils is required. Interventions needs to be tightened and regular to show significant progress.
ii. Targeted support			
Desired outcome	Chosen action/approach	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)

<p>A - Oral language skills in Reception are lower for pupils eligible for Pupil Premium than for other pupils. This slows reading progress in subsequent years, as children don't develop more ambitious vocabulary which they could use in writing.</p>	<p>Staff implementing training Purchase Speechlinks package and training for all TAs</p>	<p>Speech within the academy is improving but not accelerated with the additional support.</p>	<p>Speechlinks has not been effectively monitored a driven this term. This needs to be effectively led in order for it to have the desired impact. Speech links to continue next year, but with further CPD for TA's and have a lead person; FSW</p>
<p>B - High ability pupils who are eligible for Pupil Premium at risk of not converting to GLD in EYFS or Greater Depth at KS1.</p>	<p>1 to 1 and small group work – well planned by teacher and carried out by teacher or TA. Gaps in learning are identified and planned interventions address these. Ensure support in lessons is by additional adult, small group or access to</p>	<p>Interventions have showed some progress but not significant. Attendance is still a significant barriers to out PP children so interventions were not always being carried out</p>	<p>Continue to monitor and focus on attendance. QFT CPD for develop HAP to be in the CPD plan for both literacy and maths.</p>

<p>C - Improving % of children achieving Age Related Expectations (ARE) in Reading, Writing and Maths at the end of KS1.</p>	<p>1 to 1 and small group work – well planned by teacher and carried out by teacher or TA. Gaps in learning are identified and planned interventions address these. Ensure support in lessons is by additional adult, small group or access to manipulatives.</p>	<p>Interventions have showed some progress but not significant. Attendance is still a significant barriers to out PP children so interventions were not always being carried out</p>	<p>Continue to monitor and focus on attendance. QFT CPD for develop HAP to be in the CPD plan for both literacy and maths.</p>
<p>E - Pupil Premium children with multiple barriers – behaviour, child in need, SEND, EAL, gender, attendance.</p>	<p>1 to 1 and small group work – well planned by teacher and carried out by teacher or TA. Gaps in learning are identified and planned interventions address these. Ensure support in lessons is by additional adult, small group or access to manipulatives.</p>	<p>Children with more than one barriers to learning still have attainment gaps particularly SEND children and those with attendance issues. Attendance has been the biggest issue this year and needs to be addressed.</p>	<p>Tighter links need to be made with all stakeholders involved in order to make the PP funding more effective</p>
<p>iii. Other approaches</p>			
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>

<p>F. Increased attendance rates</p>	<p>Family support worker employed to monitor pupils and follow up quickly on absences. First day response provision. Review procedures and ensure letters are used effectively. Issue penalty notice through NCC</p>	<p>. There has been some successes of improved improvement but the majority of PP children are still attending below 95% of the time.</p>	<p>Systems for attendance are now in place the school but need to be further driven to embed and to take full effect. Further liaison and positive relationships need to be built with these families in order for attendance to increase.</p>
<p>G. Parental engagement improved.</p>	<p>Identify which parents aren't engaging with the Academy. Family support worker to monitor with class teachers.</p> <p>Breakfast Club</p> <p>Snacks for booster clubs and EYFS. Milk for under 5s</p> <p>Trips and Residentials</p>	<p>Has improved but still hard to reach parents remain hard to reach.</p> <p>Breakfast club not well attended by pupil premium children despite numerous invites.</p> <p>Snacks do have a positive impact on the well being of our most vulnerable students supporting them to be ready to learn. Attendance of booster clubs were not always well attended though.</p> <p>Due to covid 19 no trips of</p>	<p>Half termly meetings with the FSW, attendance lead, PP lead and class teachers to take place to ensure all stakeholders are aware of the current and arising issues.</p> <p>PP lead to make early contact with parents in regards to PP funding and how this supports their child. PP lead, FSW and attendance lead to build positive relationships with parents from the beginning to engage them</p> <p>Snacks and milk to remain part of supporting children to come to school</p> <p>Trips and residentials to continue for next year to provide more cultural experiences to the most vulnerable..</p>

		residential have taken place	
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