

## Pupil premium strategy statement: Glade Academy (2019-20).

1. Summary information					
School	Glade Academy				
Academic Year	2019/20	Total PP budget	£103,020	Date of most recent PP Review	n/a
Total number of pupils	275	Number of pupils eligible for PP	70	Date for next internal review of this strategy	Jan 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2019)</i>
% achieving in reading, writing and maths	57%	64%
<b>Average progress score in reading</b>	+3.1	+2.4
<b>Average progress score in writing</b>	+2.3	+1.2
<b>Average progress score in maths</b>	+3.3	+2

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Disadvantaged children achieve far lower attainment at the end of KS1 and KS2 in reading, writing and maths than non-disadvantaged children.
B.	Children in Early Years join us working at low levels in 'Speaking' and in 'Listening and attention', and make slow progress in these areas.
C.	Disadvantaged children in Y1 achieve low attainment in the Y1 phonics test.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	There is less engagement with home/school learning amongst families of pupils who are eligible for PP.
E.	Average attendance is much lower for children who are eligible for PP.

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<u>To improve reading, writing and maths attainment for pupils eligible for PP in at the end of KS1 and at the end of KS2.</u> <i>Achievement Team work.</i> <i>SEND interventions.</i>	Pupils eligible for PP in Reception class make rapid progress so that all pupils eligible for PP meet age related expectations across both areas of maths (Number/ SSM) by the end of the year.
<b>B.</b>	<u>To achieve higher rates of progress in 'Speaking' and in 'Listening and attention' in EYFS.</u> <i>EYFS interventions.</i>	Pupil eligible for PP in EYFS make higher rates of progress in 2019-20, as compared with previous year.
<b>C.</b>	<u>To improve attainment in the Y1 phonics test.</u>	Pupils in receipt of PP in Y1 achieve at least the national average for the Y1 phonics test in Summer 2020.
<b>D.</b>	<u>Increased school engagement amongst families of pupils eligible for PP.</u> <i>Attendance at school functions (story café, workshops etc.) is tracked with reports recorded detailing attendance of vulnerable groups.</i>	Increased parental attendance at parents' meetings, story cafes and learning workshops.
<b>E.</b>	<u>To improve attendance for children who are eligible for PP.</u> <i>Attendance is reported on weekly basis in key stage assemblies (with parents attending) and the profile of attendance is raised through assemblies, displays and newsletters. The FSW and school work together to support vulnerable families and those eligible for PP.</i>	Improved attendance from pupils eligible for PP: overall PP attendance improves from 92% to 96% in line with 'other' pupils (attendance data from September 2019).

## 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?
A. To improve reading, writing and maths attainment for pupils eligible for PP at the end of EYFS, KS1 and KS2.	<p>Disadvantaged lead's time to plan and evaluate.</p> <p>Use of Pupil Progress Meetings.</p> <p>Use of PiXL.</p> <p>Releasing teachers to meet with Learning and Teaching Lead to raise standards of learning and teaching across the school.</p> <p>English and maths subject leads released for half a day a fortnight to raise the quality of learning and teaching in English and maths across the school.</p> <p>At least one staff meeting per term focused specifically on improving the quality of teaching and learning in English and maths across the school.</p> <p>Engagement of children in their learning.</p> <p>Staff development through weekly staff meetings.</p> <p>Support from EMAT (our Trust) for the development of practice in EYFS.</p>	<p>Attainment at the end of EYFS, KS1 and KS2 is lower than the national average in reading, writing and maths for all pupils, and for disadvantaged pupils.</p> <p>It is extremely important that these results increase and we achieve at least the national average in all areas for all children, and for disadvantaged children.</p>	<p>EMAT to support in identifying a local school in a similar context achieving floor standards or higher in EYFS. Arrange opportunity for paired observation (EYFS teacher and EYFS lead) of practice. Develop action plan showing how this will be implemented in classroom. Monitor impact through learning walk and pupil progress meetings.</p> <p>Half-termly pupil progress meetings for all classes to ensure rigorous monitoring of progress made by all pupils, and by disadvantaged children...disadvantaged children are discussed separately and first at each of these meetings.</p>	<p>KM (CDP Lead).</p> <p>EYFS Lead for observations of alternate settings, action planning and implementation.</p> <p>Head-teacher for pupil progress meetings.</p>	<p>January 2020</p> <p>March 2020</p> <p>July 2020</p>

<p>B. To achieve higher rates of progress in 'Speaking' and in 'Listening and attention' in EYFS.</p>	<p>Use of speaking and listening interventions in EYFS.</p> <p>SALT therapy (in addition to NHS SALT).</p> <p>Disadvantaged lead's time to plan and evaluate.</p> <p>Use of Pupil Progress Meetings.</p> <p>Releasing teachers to meet with Learning and Teaching Lead to raise standards of learning and teaching across the school.</p> <p>English and maths subject leads released for half a day a fortnight to raise the quality of learning and teaching in English and maths across the school.</p> <p>At least one staff meeting per term focused specifically on improving the quality of responding to children's work in English and maths, and across the curriculum.</p> <p>Engagement of children in their learning.</p> <p>Support from EMAT, our Trust, for Early Years.</p>	<p>Attainment at the end of EYFS, KS1 and KS2 is lower than the national average in reading, writing and maths for all pupils, and for disadvantaged pupils.</p> <p>It is extremely important that these results increase and we achieve at least the national average in all areas for all children, and for disadvantaged children.</p>	<p>EMAT to support in identifying a local school in a similar context achieving floor standards or higher in EYFS. Arrange opportunity for paired observation (EYFS teacher and EYFS lead) of practice. Develop action plan showing how this will be implemented in classroom. Monitor impact through learning walk and pupil progress meetings.</p> <p>Half-termly pupil progress meetings for all classes to ensure rigorous monitoring of progress made by all pupils, and by disadvantaged children...disadvantaged children are discussed separately and first at each of these meetings.</p>	<p>KM (CDP Lead).</p> <p>EYFS Lead for observations of alternate settings, action planning and implementation.</p> <p>Head-teacher for pupil progress meetings.</p>	<p>January 2020 March 2020 July 2020</p>
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<p>C. To improve attainment for Y1 pupils in the Y1 phonics test.</p>	<p>Use of speaking and listening interventions in EYFS.</p> <p>Change to Letters and Sounds scheme for teaching phonics across EYFS and KS1.</p> <p>SALT therapy (in addition to NHS SALT).</p> <p>Disadvantaged lead's time to plan and evaluate.</p> <p>Use of Pupil Progress Meetings.</p> <p>Releasing teachers to meet with Learning and Teaching Lead to raise standards of learning and teaching across the school.</p> <p>English and maths subject leads released for half a day a fortnight to raise the quality of learning and teaching in English and maths across the school.</p> <p>At least one staff meeting per term focused specifically on improving the quality of responding to children's work in English and maths, and across the curriculum.</p> <p>Engagement of children in their learning.</p> <p>Support from EMAT, our Trust, for Early Years.</p>	<p>Research suggests that phonics intervention is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p> <p>Results need to increase significantly and swiftly for the school in the Y1 phonics test.</p> <p>There is research to suggest that RWI (the scheme which the school had been using) is not an effective scheme for ensuring that as many Y1 children as possible are ready to take their Y1 phonics test. Research suggests that Letters and Sounds is a more effective tool for this.</p>	<p>Phonics lead to monitor teachers' delivery. This will lead to a support programme identifying where training is needed. This could be in the form of a coaching programme, as outlined below, and staff training led by the Phonics Leader.</p>	<p>Phonics leader.</p>	<p>Half-termly.</p>
<p>All of above.</p>	<p>TA deployment within the classroom to support the progress of pupils eligible for PP.</p>	<p>TAs can be used to good effect to support and supplement teachers' work with pupils eligible for PP. This can include working under teachers' planning and guidance, supporting guided groups, implementing teacher planned intervention or enabling the teacher to focus on supporting pupils eligible for PP.</p>	<p>TA appraisal targets explicitly linked to assisting the Class Teacher in supporting pupils eligible for PP through classroom support and precise intervention. Teachers to ensure TA work supplements, rather than replaces, their own work with pupils eligible for PP.</p>		<p>January 2020 March 2020 July 2020</p>
<b>Total budgeted cost</b>					<b>£30,000</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improved reading, writing and maths attainment in EYFS.	3 x weekly reading, writing and maths intervention planned by EYFS lead and delivered by EYFS lead/ EYFS instructor. Groups no larger than 6 pupils.	We want to provide personalised reading, writing and maths intervention for PP pupils in EYFS who received a baseline SS below ARE. EET research shows that small group intervention (the smaller the group, the more effective) is effective in raising attainment, especially in early phases of Primary Education.  It also suggests that manipulatives can successfully reinforce mathematical concepts. Using manipulatives within small group intervention to improve mathematical, conceptual understanding amongst EYFS pupils should raise attainment.	Time for teachers to liaise with intervention lead to ensure intervention is targeted to pupils' needs and embedded within classroom practice.  English and maths Subject Leads to monitor interventions led by EYFS Lead/ TA.  Close tracking of attainment through pupil progress meetings.	EYFS staff with support from English, Maths and CPD Leads.	January 2020, March 2020, July 2020.
B. Higher rates of progress in reading, writing and maths across KS2 for pupils eligible for PP.	4 x weekly maths intervention (Achievement Teams...groups change every 6 weeks, and have SMART targets and paperwork) planned by Class Teacher and delivered by Class TA. Groups no larger than 6 pupils.  <u>4 x weekly reading and writing intervention.</u>	EET research shows that small group intervention (the smaller the group, the more effective) is effective in raising attainment.	Time for teachers to liaise with intervention lead to ensure intervention is targeted to pupils' needs and embedded within classroom practice.  English and maths Subject Leads to monitor interventions.  Close tracking of attainment through pupil progress meetings.	English and Maths Leads.	January 2020 March 2020 July 2020

<p>C. Improve attainment for KS1 pupils eligible for PP in reading, writing and maths.</p>	<p>4 x weekly reading, writing and maths interventions planned by Class Teachers and delivered by Class TA. Groups no larger than 6 pupils.</p>	<p>EET research shows that small group intervention (the smaller the group, the more effective) is effective in raising attainment. It also suggests that focusing on problem solving strategies and the use of representations (such part-part-whole, the pre-cursor to bar modelling) can raise attainment. Therefore, small intervention groups focusing on problem solving in maths using part-part-whole is likely to have a positive impact on attainment.</p>	<p>KS1 training on part/part/whole for problem solving in maths (pre-cursor to bar-modelling).</p> <p>English and maths Subject Leads to monitor interventions.</p> <p>Close tracking of attainment through pupil progress meetings.</p>	<p>English and maths Lead.</p>	<p>January 2020, March 2020, July 2020.</p>
	<p>5 x weekly 1:1 phonics (ten minutes per child)</p>	<p>EET states there is a consistent body of evidence demonstrating the benefits of using structured programmes for targeted interventions. Using Letters and Sounds to deliver 1:1 or 1:2 tuition for identified pupils would be consistent with the school's approach to the delivery of phonics. Phonics intervention has been proven to raise literacy attainment in KS1.</p>	<p>Phonics leader to use tracking and assessment to identify vulnerable PP learners. Opportunity for Phonics leader to liaise with Class Teacher and TA to devise intervention programme. Training for TA to ensure effective delivery. Progress reviewed half-termly.</p>	<p>Phonics Lead.</p>	<p>January 2020 March 2020 July 2020</p>
	<p>Small group intervention/ 1:1 coaching in writing.</p>	<p>There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. This intervention will include an emphasis on explicitly modelling the writing process and using talk to develop writing, two strategies proved to be effective in improving writing by EET research.</p>	<p>Successful identification of pupils and targets through work between English Lead and Class Teacher.</p> <p>English Subject Lead to monitor interventions.</p> <p>Close tracking of attainment through pupil progress meetings.</p>	<p>English Lead</p>	<p>January 2020 March 2020 July 2020</p>
<p>B. Higher rates of progress across KS2 for pupils eligible for PP</p> <p>C. Improved attainment for KS1 pupils eligible for PP in maths and writing.</p>	<p>Targeted support through SENCO for pupils with SEN eligible for PP.</p>	<p>36% of children on the SEN register are eligible for PP. The SENCO supports the SEN needs of these pupils through monitoring of progress, organisation of intervention (academic and pastoral), liaising with parents and SEN/ medical agencies for specialist support and training members of teaching staff in supporting pupils' needs.</p>	<p>Tracking through pupil progress meeting and intervention review.</p> <p>Provision mapping of SEN/ pupils eligible for PP.</p> <p>Intervention programmes to be specific to pupil need, with clear targets and measurable outcomes. Interventions to run for fixed time frame (e.g. 6 weeks) before review.</p>	<p>SENCO</p>	<p>January 2020 March 2020 July 2020</p>

C. Improved attainment for KS1 pupils eligible for PP in maths and writing.	Targeted support for pupils with language difficulties through Speech and Language support	Improving children's use of spoken language improves attainment in reading and, therefore, writing. The school employs a qualified SALT to support those children with communication difficulties. The SALT provides one to one support for pupils as well as guidance for school staff on ways to support vulnerable pupils in class. The SALT will also provide staff training through staff meetings on strategies to embed within teaching practice.	SALT to provide regular reports on pupils' progress to SENCO who will monitor.  SENCO will advise Class Teachers/ TAs of pupils' progress and strategies to use in class.	SENCO	January 2020 March 2020 July 2020
D. Increased school engagement for families of pupils eligible for PP.	Targeted support from Family Support Worker.	The FSW supports families experiencing difficulties as well as those needing encouragement to engage with education. The FSW works alongside pupils and parents on areas including attendance, behaviour, and pastoral need/parenting support.	FSW appraisal targets directly linked to ensuring families of pupils eligible for PP engage with school and learning. The work and impact of the FSW will be monitored through regular Student and Family Support Team Meetings.  Support programmes will run for a fixed period of 6 weeks with specific, measurable targets.	FSW	January 2018 March 2018 July 2018
<b>Total budgeted cost</b>					46,000

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>A. Improve reading, writing and maths attainment for pupils eligible for PP in EYFS.</p> <p>B. Higher rates of progress across KS2 in reading, writing and maths for pupils eligible for PP.</p> <p>C. Improve attainment for KS1 pupils eligible for PP in reading, writing and maths.</p>	<p>Parental workshops for parents across all phases to raise profile of maths and share home strategies to support learning.</p> <p>Parental transition meetings to familiarise parents with age related expectations.</p>	<p>It has been proven that 'maths anxiety' can begin as early as KS1 and negatively impact on pupils' progress. However, interventions designed to engaging parents to help children with, for example, maths homework have shown limited impact on maths. Instead we will focus on strategies parents can practise at home to improve confidence. Research has shown that having a quick recall of maths facts (number bonds, multiplication tables, telling the time etc.) will help form the foundation for conceptual understanding. Improving parents' understanding of age-related expectations and curricular requirements will improve their capacity to become involved with their children's learning.</p>	<p>Workshops will be short and informal to maximise engagement. They will be specific to particular age groups across school to ensure relevancy. The workshops will be delivered alongside pupils to encourage involvement. Engagement will be tracked with PP families actively encouraged to engage. Parental feedback will inform subsequent sessions. Emphasis will be on simple, practical and low-cost ways to engage with learning.</p>	<p>English and maths Leads, SENCo, FSW.</p> <p>KS Leaders for transition workshops.</p>	<p>January 2018 March 2018 July 2018</p>
<p>D. Increased school engagement amongst families of pupils eligible for PP.</p>	<p>Targeted support for PP families through Family Support Worker in the first instance. First day response provision.</p> <p>Regular communication about attendance on school newsletter.</p> <p>Rewards for good and improved attendance.</p>	<p>Persistent lateness/ low attendance means pupils eligible for PP are missing significant amounts of learning, which means the gap in attainment between PP pupils and 'other' pupils may increase. Addressing attendance issues is a significant part of improving attainment.</p>	<p>Thorough briefing of FSW about existing absence issues. Clear communication between PP co-ordinator, Family Support Worker, EWO and Head Teacher to identify and support PP families. Opportunity for parents to engage with school-led parenting workshops. Attendance data monitored closely to look for trends and monitor impact of approaches.</p>	<p>PP Lead and FSW.</p>	<p>January 2020 March 2020 July 2020</p>
	<p>Opportunity to engage with small group music tuition.</p>	<p>EET research describes the positive impact of participation in the arts. Following increased involvement with the arts, improved outcomes have been identified in English, mathematics and science. Such activities increase pupils' enjoyment of school and involvement in wider opportunities, which may incentivise attendance.</p>	<p>Music tuition available for PP pupils across KS1 and KS2. Parents contacted individually by music teacher to encourage involvement. Pupils in receipt of music tuition to be tracked to establish if there is an improvement in attainment/ participation in wider opportunities.</p>	<p>PP Lead and Music Lead</p>	<p>January 2020 March 2020 July 2020</p>
	<p>Opportunity to enrich life experiences through participation in trips and visits.</p>	<p>Participation in trips and visits enriches pupils' life opportunities and helps engage pupils with learning. Families of pupils eligible for PP may be unable to support participation in trips and visits without financial assistance.</p>	<p>Money is used to enable pupils eligible for PP to engage with trips and visits. Trips and visits are of educational or pastoral value.</p>	<p>PP Lead and EVC.</p>	<p>January 2020 March 2020 July 2020</p>

	Provision of free milk for children eligible for PP.	Research proves the importance of breakfast and impact of missing breakfast on pupils' achievement at school. There are many pupils eligible for PP who do not access breakfast before school which impacts on learning.	Parents to be reminded that those eligible for PP are entitled to free milk for their child. Class Teachers to have lists detailing which pupils are eligible for milk. Class Teachers to inform office if children are taking the milk provided. School to review whether it would be better to provide this on morning registration rather than playtime.	PP Lead and FSW.	January 2020 March 2020 July 2020
All of the above	Allocated time for Pupil Premium Lead to review pupils' progress, attainment and engagement. Opportunity to write/ review PP strategy.	PP needs to be central to the SEF and ADP to ensure that the funding allocated is being used appropriately and effectively to raise attainment, inclusion, progress, opportunity and aspiration amongst pupils eligible for PP. Regular time on a fortnightly basis is needed to review the school's provision and liaise with other stake-holders to ensure the best outcomes for pupils.	PP is a regular item on the agenda of LTs', staff meetings' and Student and Family Support Team agendas. It is central to the appraisal cycle and pupil progress review. Monitoring of PP attainment and tracking of engagement with school activities will show effectiveness of strategy. Involvement with external advisory services will bring expertise and allow for monitoring.	PP Lead Head Teacher Local Governing Body	January 2020 March 2020 July 2020
<b>Total budgeted cost</b>					£20 000

6. Review of expenditure for 2018-19				
Previous Academic Year Allocation		£102,000		
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
A. To improve reading, writing and maths attainment for pupils eligible for PP at the end of KS1 and at the end of KS2.	<p>Disadvantaged lead's time to plan and evaluate.</p> <p>Use of Pupil Progress Meetings.</p> <p>Use of PiXL.</p> <p>Releasing teachers to meet with Learning and Teaching Lead to raise standards of learning and teaching across the school.</p> <p>English and maths subject leads released for half a day a week to raise the quality of learning and teaching in English and maths across the school.</p> <p>One staff meeting per term focused specifically on improving the quality of responding to children's work in English and maths, and across the curriculum.</p> <p>Engagement of children in their learning.</p> <p>Staff development through weekly staff meetings.</p> <p>Mentor for Early Years and NQT.</p>	<p><b>KS1:</b> Reading 43%, Writing 43%, Maths 43% so national not achieved.</p> <p>However, progress since EYFS is the following: Reading -0.6, Writing 0, Maths -0.2.</p> <p>Progress since the beginning of Y2 is the following: Reading -0.1, Writing +0.1, Maths +0.1.</p> <p>There is a slight narrowing of the gap.</p> <p>In addition, Y2 PP children made 12 months of progress with reading ages in 7 calendar months.</p> <p><b>KS2:</b> Reading 57%, Writing 57%, Maths 57% so national not achieved (close for reading).</p> <p>However, progress since the end of KS1 is the following: Reading 0, Writing -0.2, Maths 0.</p> <p>Progress since the beginning of Y6 is the following: Reading +0.9, Writing +2.3, Maths +1.</p> <p>Accelerated progress in Y6 has resulted in a narrowing of the gaps for these children.</p> <p>In addition, Y6 PP children made 10 months of progress with reading ages in 7 calendar months.</p> <p>This target has been partially achieved for KS2 but not for KS1.</p>	<p>Issues with capacity and staffing had an impact on achieving this target; we did not have a dedicated Learning and Teaching Lead for almost all of the academic year, and our Y6 class had an extremely turbulent year in terms of staffing.</p> <p>We will continue with the small group approach as Pupil Progress Meetings evidenced impact for individual children.</p> <p>Careful monitoring of progress made by children in Achievement Team interventions, by English and maths leads, through half-termly Pupil Progress Meetings with the HT, and through half-termly Achievement Team Meetings.</p> <p>Good progress was made by disadvantaged children in Y6 in PiXL tests, therefore we will continue with employing a supply teacher for two days a week in the Autumn Term to take children in receipt of PP on a 1:1 basis to carry out high quality AfL and teach to address gaps in knowledge... Y6 for 1.5 days a week, Y5 for 0.5 days a week.</p>	<p>£3,734</p> <p>£551 x 2</p>

<p>B. To achieve higher rates of progress in 'Speaking' and in 'Listening and attention' in EYFS.</p>	<p>Use of speaking and listening interventions in EYFS.</p> <p>SALT therapy (in addition to NHS SALT).</p> <p>Disadvantaged lead's time to plan and evaluate.</p> <p>Use of Pupil Progress Meetings. Releasing teachers to meet with Learning and Teaching Lead to raise standards of learning and teaching across the school.</p> <p>English and maths subject leads released for half a day a week to raise the quality of learning and teaching in English and maths across the school.</p> <p>One staff meeting per term focused specifically on improving the quality of responding to children's work in English and maths, and across the curriculum.</p> <p>Engagement of children in their learning.</p> <p>Mentor for Early Years and NQT.</p>	<p><b>The current Y1 cohort has 13 children in receipt of Pupil Premium...they went up 6 colour bands between them in YR in Speaking, and Listening and attention = on average 0.5.</b></p> <p><b>The current YR cohort has 6 children in receipt of Pupil Premium...they went up 11 colour bands between them in YR in Speaking = on average 1.8.</b></p> <p><b>They went up 8 colour bands between them in YR in Listening and Attention = on average 1.3.</b></p> <p><b>This target has been achieved.</b></p>	<p>More needs to be done to address acquisition of vocabulary, and speaking and learning in EYFS and across the school, for all children, including disadvantaged children...this features in our ADP, and we will again have speaking and listening interventions in place in EYFS from early in the Autumn Term. We saw very good progress for many children in EYFS as a result of this last year.</p> <p>Support from our trust, EMAT, towards the end of the academic year, resulted in visible changes within EYFS relating to the level of challenge across all curriculum areas, and the vocabulary which children were exposed to; for all children, and for disadvantaged.</p> <p>Involvement in the trial baseline programme from NFER in Autumn 2019 will ensure that the progress for all EYFS children, including disadvantaged can be measured from an accurate starting point.</p> <p>We had no substantive maths lead for much of last year, however progress was made in this subject through focusing on the basics...rapid recall of number facts (and raising expectations around this), securing an understanding of place value and knowledge of the number system, for all children including disadvantaged.</p> <p>At least one staff meeting per term will be specifically focused on improving the quality of the teaching of English and maths across the school – including the way in which children's work is responded to, and the expected impact of this. Children's voice will feature within this work, with pupil interviews being carried out on at least a termly basis.</p>	<p>£14,936</p> <p>£50</p> <p>£551 x 5</p>
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<p>C. To improve attainment for Y1 pupils in the Y1 phonics test.</p>	<p>Use of speaking and listening interventions in EYFS.</p> <p>SALT therapy (in addition to NHS SALT).</p> <p>Disadvantaged lead's time to plan and evaluate.</p> <p>Use of Pupil Progress Meetings.</p> <p>Releasing teachers to meet with Learning and Teaching Lead to raise standards of learning and teaching across the school.</p> <p>English and maths subject leads released for half a day a week to raise the quality of learning and teaching in English and maths across the school.</p> <p>One staff meeting per term focused specifically on improving the quality of responding to children's work in English and maths, and across the curriculum.</p> <p>Engagement of children in their learning.</p> <p>Mentor for Early Years and NQT.</p>	<p><b><u>Y1 Phonics Results July 2019:</u></b> 43% passed the Y1 Phonics Test.</p> <p><b>Success criteria achieved for Year One.</b></p> <p><b><u>Y1 Phonics Results July 2018:</u></b> 8% passed the Y1 Phonics Test.</p> <p><b>This target has been achieved.</b></p>	<p>Issues with capacity and staffing had an impact on achieving this target; we did not have a dedicated Learning and Teaching Lead for almost all of the academic year.</p> <p>Need to continue with focused coaching approach in new academic year, based around requirements of Teachers' Standards.</p> <p>Coaching approach needs to be available for all teachers, not just those new to this career...link CPD to performance review needs in the new academic year.</p> <p>KS1 team needs to meet on a regular basis, at least once a month, to remind themselves of the requirements at the end of KS1 and to ensure that their planning is giving children the opportunity to practice and evidence these.</p> <p>KS1 team needs to hold regular moderation sessions, at least once a half term.</p> <p>All TAs to be made aware of which children are disadvantaged in each class.</p> <p>TAs to continue taking Achievement Team groups four times a week for reading, writing and maths, across all year groups – these will focus on the needs of disadvantaged children.</p>	<p>£3,734</p> <p>£1,000</p> <p>£551 x 3</p>
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All of above	TA deployment within the classroom to support the progress of pupils eligible for PP.	<p><b>Y1 Progress from September 2018 to July 2019:</b> (with 0 indicating expected progress).</p> <p>Reading: 0 Writing: +0.1 Maths: -0.4</p> <p><b>This target has been partially achieved.</b></p>		£4,759
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
A. Improved maths attainment in EYFS	3 x weekly maths intervention planned by EYFS lead and delivered by EYFS lead/ EYFS TA. Groups no larger than 6 pupils.	<p><b>2019 data:</b> 67% of EYFS children in receipt of Pupil Premium funding achieved age related expectations in Numbers, and Shape and Space.</p> <p>67% of EYFS children who were not in receipt of Pupil Premium funding achieved age related expectations in Numbers, and Shape and Space.</p> <p><b>2018 data:</b> 70% of EYFS children in receipt of Pupil Premium funding achieved age related expectations in Numbers and Shape and Space.</p> <p>70% of EYFS children who were not in receipt of Pupil Premium funding achieved age related expectations in Numbers and Shape and Space.</p> <p><b>Success criteria not achieved.</b></p>	<p>Due to staffing issues we had no substantive maths lead for most of the last academic year.</p> <p>We have organised leadership of this subject differently for 2019 – 2020, with one maths lead, and two further members of the 'Maths Team', a teacher in KS1, and a teacher in EYFS...meaning that key messages, approaches, expectations should be enforced in all key stages, for all children, and for disadvantaged.</p> <p>Continue small group interventions to support good progress.</p>	<p>£3,734</p> <p>£551 x 2</p>

<p>B. Higher rates of progress across KS2 for pupils eligible for PP.</p>	<p>4 x weekly maths intervention (Achievement Teams...groups change every 6 weeks, and have SMART targets and paperwork) planned by Class Teacher and delivered by Class TA. Groups no larger than 6 pupils.</p> <p>4 x weekly reading intervention (Achievement Teams)</p>	<p><b><u>Y3 Progress July 2019, measured from end of KS1:</u></b></p> <table border="0"> <tr> <td>PP children:</td> <td>Non-PP children:</td> </tr> <tr> <td>Reading: 0</td> <td>-0.1</td> </tr> <tr> <td>Writing: +0.1</td> <td>+0.2</td> </tr> <tr> <td>Maths: +0.4</td> <td>+0.6</td> </tr> </table> <p><b><u>Y4 Progress July 2019, measured from September 2018:</u></b></p> <table border="0"> <tr> <td>PP children:</td> <td>Non-PP children:</td> </tr> <tr> <td>Reading: +0.3</td> <td>+0.2</td> </tr> <tr> <td>Writing: +0.3</td> <td>+0.2</td> </tr> <tr> <td>Maths: +0.6</td> <td>+0.3</td> </tr> </table> <p><b><u>Y5 Progress July 2019, measured from September 2018:</u></b></p> <table border="0"> <tr> <td>PP children:</td> <td>Non-PP children:</td> </tr> <tr> <td>Reading: +1</td> <td>+1</td> </tr> <tr> <td>Writing: +0.8</td> <td>+0.7</td> </tr> <tr> <td>Maths: +0.8</td> <td>+0.7</td> </tr> </table> <p><b><u>Y6 Progress July 2019, measured from September 2018:</u></b></p> <table border="0"> <tr> <td>PP children:</td> <td>Non-PP children:</td> </tr> <tr> <td>Reading: +0.9</td> <td>+1</td> </tr> <tr> <td>Writing: +2.3</td> <td>+1.6</td> </tr> <tr> <td>Maths: +0.9</td> <td>+1.2</td> </tr> </table> <p><b>Success criteria achieved for Years 4, 5 and 6.</b></p>	PP children:	Non-PP children:	Reading: 0	-0.1	Writing: +0.1	+0.2	Maths: +0.4	+0.6	PP children:	Non-PP children:	Reading: +0.3	+0.2	Writing: +0.3	+0.2	Maths: +0.6	+0.3	PP children:	Non-PP children:	Reading: +1	+1	Writing: +0.8	+0.7	Maths: +0.8	+0.7	PP children:	Non-PP children:	Reading: +0.9	+1	Writing: +2.3	+1.6	Maths: +0.9	+1.2	<p>Due to staffing issues, there was disruption across the teaching of Y3 in Autumn 2018.</p> <p>Achievement Team interventions to continue next year, focusing on the needs of disadvantaged children, as these had a good impact on progress for Years 4, 5 and 6.</p>	<p>£14,936</p> <p>£50</p> <p>£551 x 5</p>
PP children:	Non-PP children:																																			
Reading: 0	-0.1																																			
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C. Improve attainment for KS1 pupils eligible for PP in maths and writing.	3 x weekly maths intervention planned by Class Teacher and delivered by Class TA. Groups no larger than 6 pupils.	<p><b><u>Y1 Attainment July 2019:</u></b></p> <p>Writing – 46% achieved ARE for PP children; 53% achieved ARE for non PP children.</p> <p>Maths – 46% achieved ARE for PP children; 53% achieved ARE for non PP children.</p> <p><b>Success criteria not achieved for Year One.</b></p> <p><b><u>Y2 Attainment July 2019:</u></b></p> <p>Writing – 43% achieved ARE for PP children; 67% achieved ARE for non PP children.</p> <p>Maths – 43% achieved ARE for PP children; 50% achieved ARE for non PP children.</p> <p><b>Success criteria not achieved for Year Two.</b></p>	<p>KS1 team needs to meet on a regular basis, at least once a month, to remind themselves of the requirements at the end of KS1 and to ensure that their planning is giving children the opportunity to practice and evidence these.</p> <p>KS1 team needs to hold regular moderation sessions, at least once a half term.</p> <p>All TAs to be made aware of which children are disadvantaged in each class.</p> <p>TAs to continue taking Achievement Team groups four times a week for reading, writing and maths, across all year groups – these will focus on the needs of disadvantaged children.</p>	<p>£3,734</p> <p>£1,000</p> <p>£551 x 3</p>
	5 x weekly 1:1 phonics (ten minutes per child)			£4,759
	Small group intervention/ 1:1 coaching in writing.			
B. Higher rates of progress across KS2 for pupils eligible for PP C. Improve attainment for KS1 pupils eligible for PP in maths and writing.	Targeted support through SENCO for pupils with SEN eligible for PP.	Please see above.	Please see above.	
C. Improved attainment for KS1 pupils eligible for PP in maths and writing.	Targeted support for pupils with language difficulties through Speech and Language support	Please see above.	Please see above.	
D. Increased school engagement for families of pupils eligible for PP.	Targeted support from Family Support Worker.	The majority of families working with the FSW are entitled to Pupil Premium funding.	Continue with this support next year – ensure that FSW is held accountable for impact through regular Student and Family Support Team meetings.	



	<p>Opportunity to enrich life experiences through participation in trips and visits.</p>	<p><u>Opportunity to enrich life experiences through participation in trips and visits.</u>  EYFS Trip to the Pantomime in Bury St Edmunds, and to the zoo.</p> <p>KS1 trip to the zoo.</p> <p>Year 3 trip to the zoo.</p> <p>Year 4 trip to Bury Cathedral for a Christmas concert, Y4 trip to a castle, Y4 trip to St. Peter's Church in Brandon.</p> <p>Y5 and Y6 residential trip to Kingswood.</p> <p>Y6 trip to Pleasurewood Hills.</p> <p>KS2 trip to the theatre for 'Horrible Histories'.</p> <p>KS2 trip to Brandon Day Care for Carol Singing.</p>	<p>Continue to offer these opportunities – ensure that feedback is collected on the impact of these opportunities.</p>	
	<p>Provision of free milk for children eligible for PP.</p>	<p>Children report that the milk stops them feeling hungry, especially when they haven't had any breakfast.</p>	<p>Continue with this next year.</p>	
<p>All of the above</p>	<p>Allocated time for Pupil Premium Lead to review pupils' progress, attainment and engagement. Opportunity to write/ review PP strategy.</p>	<p>Please see above.</p>	<p>Continue with this next year.</p>	