

## Review of Impact of Pupil Premium Strategy 2019-2020

Date of Review: September 2020

i. Quality of teaching for all – sets high aspirations for all pupils. Classroom Pedagogy.																																						
Desired Outcomes	Chosen Action / Approach	Measured Impact of Outcomes																																				
<p>To raise attainment of PP pupils in all year groups so that the gap between PP and not-PP pupils is diminished (A1, A2 and A3).</p> <p>To ensure that there is a <b>more consistent picture across the school</b> for narrowing the gap between PP and not PP pupils.</p>	<p>For all teachers <b>to continue to specifically target PP pupils in their class</b> (QFT) by:</p> <ul style="list-style-type: none"> <li>• Identifying barriers to learning;</li> <li>• Setting individual targets for improvement;</li> <li>• Highlighting PP pupils in planning;</li> <li>• Focusing on PP pupils when tracking and monitoring progress and attainment on Target Tracker;</li> <li>• Targeting PP pupils through performance management targets;</li> <li>• Discussing progress/attainment of PP pupils during termly Pupil Progress Meetings to identify gaps in learning;</li> <li>• Ensure all teaching staff are aware of prior attainment of PP pupils;</li> <li>• Use of NFER/PUMA assessments to identify gaps in learning;</li> <li>• Providing high quality feedback to PP pupils.</li> <li>• <b>Pre-teach/pre-learn intervention.</b></li> <li>• <b>Catch up sessions for target pupils – same day intervention.</b></li> </ul>	<p><b>Due to Covid 19 and the enforced Lockdown in March 2020, it is difficult to fully assess the impact of the Pupil Premium Strategy 2019-2020. This applies to all Desired Outcomes.</b> However, it is possible to compare the last data we had before the school closure in Spring 2020 to the data from the same point in the previous year, Spring 2019. Analysis of data in Year 6 clearly shows that the difference in attainment between Pupil Premium and not Pupil Premium is diminishing. <b>This indicates that all the previous support that has been given to these pupils has had a positive impact by the time our Pupil Premium pupils reach Year 6.</b></p> <p><b>Year 6: % of Pupils On Track or Higher</b></p> <p><b>Reading:</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Spring 18-19</th> <th style="text-align: center;">Spring 19-20</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td style="text-align: center;">69.2%</td> <td style="text-align: center;">76.9%</td> </tr> <tr> <td>Not Pupil Premium</td> <td style="text-align: center;">87.3%</td> <td style="text-align: center;">89.1%</td> </tr> <tr> <td><b>Difference:</b></td> <td style="text-align: center;"><b>18.1%</b></td> <td style="text-align: center;"><b>12.2% (-5.9)</b></td> </tr> </tbody> </table> <p><b>Gap has diminished by 5.9%</b></p> <p><b>Writing:</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Spring 18-19</th> <th style="text-align: center;">Spring 19-20</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td style="text-align: center;">46.2%</td> <td style="text-align: center;">69.2%</td> </tr> <tr> <td>Not Pupil Premium</td> <td style="text-align: center;">83.6%</td> <td style="text-align: center;">89.1%</td> </tr> <tr> <td><b>Difference:</b></td> <td style="text-align: center;"><b>37.4%</b></td> <td style="text-align: center;"><b>19.9% (-17.5)</b></td> </tr> </tbody> </table> <p><b>Gap has diminished by 17.5%</b></p> <p><b>Mathematics:</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Spring 18-19</th> <th style="text-align: center;">Spring 19-20</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td style="text-align: center;">61.5%</td> <td style="text-align: center;">76.9%</td> </tr> <tr> <td>Not Pupil Premium</td> <td style="text-align: center;">89.1%</td> <td style="text-align: center;">94.51%</td> </tr> <tr> <td><b>Difference:</b></td> <td style="text-align: center;"><b>27.6%</b></td> <td style="text-align: center;"><b>17.6% (-10)</b></td> </tr> </tbody> </table> <p><b>Gap has diminished by 10%</b></p>		Spring 18-19	Spring 19-20	Pupil Premium	69.2%	76.9%	Not Pupil Premium	87.3%	89.1%	<b>Difference:</b>	<b>18.1%</b>	<b>12.2% (-5.9)</b>		Spring 18-19	Spring 19-20	Pupil Premium	46.2%	69.2%	Not Pupil Premium	83.6%	89.1%	<b>Difference:</b>	<b>37.4%</b>	<b>19.9% (-17.5)</b>		Spring 18-19	Spring 19-20	Pupil Premium	61.5%	76.9%	Not Pupil Premium	89.1%	94.51%	<b>Difference:</b>	<b>27.6%</b>	<b>17.6% (-10)</b>
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		<p>Across the school, there is evidence of diminishing the difference between Pupil Premium and not Pupil Premium in all year groups. This is not consistent in all areas (Reading, Writing and Mathematics), except in Year 4 where there is evidence of the gap narrowing in all these areas. This is still an area for us to focus on moving forward. However, we must acknowledge that outcomes for Pupil Premium pupils by the end of Key Stage 2 are positive and show the gap between PP and not PP clearly diminishing. This suggests that impact can be seen over time. For further information on the data across the school, see attached Appendix 1.</p>
<p>By focusing on <b>metacognition and self-regulation approaches</b> ('learning to learn'), pupils will be more able to think about their own learning more explicitly and develop a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>Pupils, through a metacognition focus, are able to apply learning strategies to overcome challenging tasks. This, in turn, should have a positive impact on attainment and progress.</p> <p>Pupils can self-regulate and plan an approach to learning which will work for them.</p> <p>(A1,2,3 &amp; 4)</p>	<p><b>Create a growth mind set culture</b> in children across the school. For example, 'Is this my best work' rather than 'this will do'</p> <p>Metacognition CPD – 'Growth Mindsets' led by Barry Hymer 3/1/2020.</p> <p>Provide all teaching staff with copy of 'Growth Mindset' pocketbook by Barry Hymer and Mike Gershon.</p> <p>Encourage pupils to take greater responsibility for their learning and to develop their understanding of what is required to succeed.</p> <p>Consider how, in the classroom, teachers can promote and develop metacognitive talk related to the learning objectives.</p>	<p>All staff attended Growth Mindset Inset led by Professor Barry Hymer on 3/1/2020. The course was excellent and offered all staff a great insight into the benefits of a Growth Mindset culture and the positive impact of metacognition strategies on pupils' learning. Feedback from staff about the course was 100% positive and all staff were given a copy of 'Growth Mindset' pocket book by Barry Hymer which was funded by Pupil Premium grant. This course 'kick started' the creation of a Growth Mindset culture within our school including:</p> <ul style="list-style-type: none"> <li>• Assemblies held in both Key Stages to introduce Growth Mindset.</li> <li>• All teachers continued to introduce GM during Circle Times in their classrooms and ensured that the language of Growth Mindset (e.g. 'I can't ...yet!') became entrenched within the classroom ethos.</li> <li>• All teachers created Growth Mindset displays, including the language of Growth Mindset and introduced the 'Learning Pit'.</li> <li>• Reward systems were reviewed in the light of our training, with the focus being on the process of learning rather than the end product e.g. rewarding a child for showing resilience when they found a task challenging, rather than simply for producing a good piece of work at the end. This extended from classroom through to our reward assemblies.</li> <li>• In E.Y.F.S., children were introduced to a Growth Mindset ethos through the dinosaur family to focus on the characteristics of effective learning e.g. 'Thinkosaur, Tryasaurus' etc.</li> </ul> <p>It is difficult to fully measure the impact of our focus on metacognition and self regulation approaches due to the enforced school closure in March. Feedback from our teaching staff has been overwhelmingly positive, with all teachers noting an improved awareness amongst pupils of their responsibility as learners and a recognition that we learn through making mistakes and that when we enter our 'reach zone', this is when deeper learning takes place. Staff have reported that pupils are becoming more resilient when faced with a challenge and that they are more likely to use the language of GM e.g. 'I can't do it ...yet.' Children have also been observed coaching their peers by using this language when entering the 'reach zone' of learning. It is hoped that the impact of a greater focus on metacognition strategies and Growth Mindset will be seen over time in our data.</p>
<p>To raise attainment of PP pupils in Reading (A1, A2 and A3).</p>	<p><b>Continue whole school focus on Reading.</b> Promotion of high quality guided reading and in class reading opportunities – e.g. daily reader (daily read of at least 10 minutes per day), demonstration reading (analysing and drawing out as much meaning as possible from one sentence from class reader).</p>	<p>It is difficult to assess the attainment of Pupil Premium pupils in reading due to lack of data at the end of the academic year as a result of the enforced school closure. This will therefore continue to be a focus for us in 2020-2021.</p> <p><b>Year 6's attainment across the school, measured at the same point in Spring 2, indicates a mostly upward trend in attainment:</b></p> <p><b>% of Pupil Premium Pupils Working at the Expected Standard or Above</b></p> <p>In Year 6, <b>76.9%</b> of pupils attained ARE or above In Year 5, <b>69.2 %</b> of the same pupils attained ARE or above.</p>

	<p>Continue to strengthen links with local bookshop to increase the amount of author visits.</p> <p>Improve pupils' engagement with and understanding of texts, leading to improved learning across the curriculum.</p> <p>Targeted focus on Pupil Premium children – daily readers.</p> <p>Introduce reading incentive scheme (bookmark reward scheme) in Key Stage 1 and continue to promote/monitor home reading closely in KS 2, with a particular focus on PP pupils.</p> <p>Close monitoring of home reading records.</p> <p>Follow-up training on promoting reading 'Hooked on Books' led by Jane Considine.</p> <p>Train new staff.</p> <p>Focus on Pupil Premium pupils during Book Talk (Guided Reading).</p> <p>Reading Explorers</p> <p>Electronic Library (reading recovery programme).</p> <p>Continue whole school focus on widening vocabulary – Jane Considine strategies: high utility words, shades of meaning scale, focus on ambitious vocabulary.</p>	<p>In Year 4, <b>84.6 %</b> of the same pupils attained ARE or above.</p> <p>In Year 3, <b>69.2 %</b> of the same pupils attained ARE or above.</p> <p>In Year 2, <b>53.8%</b> of the same pupils attained ARE or above.</p> <p>Therefore, when we compare attainment of the same Pupil Premium pupils at the end of Key Stage 1 to their attainment at the end of Key Stage 2, we can see an increase from 53.8% to 76.9%. <b>This is an increase of 23.1%. This clearly shows that we have raised the attainment of our PP pupils in Reading in this cohort.</b></p> <p>We have continued to work hard to ensure that Reading is a whole school focus up until Lockdown. We ensured that all staff received a 'refresher' Inset on the structured teaching of Guided Reading, known as Book Talk. SLT carried out informal lesson observations across the school to observe practice. This led to further training during Staff Meetings to develop and refine good practice and we also arranged for teachers to observe outstanding teaching of Book Talk. These informal lesson observations showed that all staff have embraced the Book Talk approach and that all children were thoroughly engaged in the process and responded positively and enthusiastically in these sessions. It was particularly pleasing to see ALL pupils actively engaged in the reading process in every class and to see pupils engaged in quality, highly structured discussions about their texts.</p> <p>All staff have ensured that they read for at least ten minutes every day to their class – this is ring fenced and considered a non-negotiable.</p> <p>We have continued to forge strong links with Urmston Bookshop throughout the year and have welcomed visiting authors including: Liz Kessler, Marie Basting and Barbara Mitchelhill. All these events proved to be successful and very inspiring for our pupils. PP grant was used to purchase signed copies of the books by these authors for our school libraries.</p> <p>Pupil Premium pupils have continued to be the focus for Teaching Assistants when listening to daily readers. This has included daily 'check ins' of PP pupils' planners and home reading records.</p>
<p>To improve the academic performance of pupils by focusing on outdoor learning. (A1,2,3 &amp; 4).</p>	<p>Whole school focus on outdoor learning, specifically targeting PP pupils.</p> <p>Send selected staff from each Phase on outdoor learning training (Forest Schools) led by Nature's Den.</p> <p>Forest School course leaders to come into our school to work with staff and pupils for half a term – model good practice.</p> <p>Target specific PP pupils who struggle to learn within the confines of the classroom.</p> <p>Target specific PP pupils who do not have access to any other forms of enrichment with PP grant.</p>	<p>It is difficult to monitor the impact on pupils' academic performance due to the enforced School Closure. However, when staff were surveyed about pupils' learning behaviours in the classroom before, during and after the 12 week Forest School sessions, all reported positive outcomes at the end of the project in terms of:</p> <ul style="list-style-type: none"> <li>✓ Improved concentration</li> <li>✓ Increased confidence</li> <li>✓ Greater resilience</li> <li>✓ Greater independence</li> </ul> <p>It seems that pupils were able to transfer some of the skills which they developed during Forest Schools back into the classroom.</p> <p>In addition, staff also monitored pupils using PEMS (Behaviour) and the Leuven Scale (for Well-being and Involvement). An analysis of level scores awarded each week by staff show a steady increase in scores for well-being, involvement and behaviour for individual pupils.</p> <p><b>Pupil Survey:</b> Pupils have also responded extremely positively to their Forest School experience: 'I love doing all the activities and every week is always different in its own special way! Overall, it's probably the BEST thing I've ever done!' Year 5 pupil.</p> <p>' I love going on the hammock. I enjoy learning new skills and it makes me smile.' Year 4 pupil.</p> <p>'Forest Schools has given me more courage.' Year 6 pupil.</p>

		<p>'I just love being outdoors! I love climbing trees, playing in the mud pit and swinging on the hammock.' Year 3 pupil.</p> <p>'I really enjoy the different activities that we experience each week. My favourite activity is climbing trees. I think Forest School has helped me with my confidence.' Year 5 pupil.</p> <p>'It has been wonderful to see the children grow in confidence each week. They have all gained so much from participating in Forest School activities. They have learned new skills and have developed good friendships along the way. It has been so rewarding to see the children have so much fun by getting outdoors and appreciating the beauty of nature.' Teacher</p>
<p>B. To improve language and communication skills on entry and widen children's vocabulary and language across the school.</p>	<p><u>Continue</u> whole school focus on language, communication and vocabulary, Introduction of Word Walls in each classroom.</p> <p>Train teachers to become more knowledgeable and confident in explicit vocabulary teaching – strategies recommended in Alex Quigley's Closing the Vocabulary Gap.'</p> <p>Introduction of strategies to widen and develop language and vocabulary recommended by Jane Considine Inset – e.g. focus on high utility words during Book Talk, word mats, sentence stacking to highlight ambitious vocabulary.</p> <p>'Shades of meaning' displays – arranging synonyms for words into low to high intensity words e.g. glimpse, look, glare.</p> <p>Focus on language and vocabulary during comprehension lessons – purchase of Cracking Comprehension resources.</p> <p>To specifically target language and communication skills on entry, Wellcomm toolkit to be used for ALL pupils following very successful trial last year.</p>	<p><b>We have not been able to fully focus on this during this academic year due to the school closure. This will continue to be a focus for us moving forward.</b></p> <p>Staff have worked hard to introduce children to high utility words during Book Talk and this has been observed during lesson observations.</p> <p>During daily reads, staff are encouraged to widen pupils' vocabulary by drawing children's attention to ambitious words within the text and discussing the meaning of these words. These are displayed on working walls and referred to.</p> <p>In EYFS, Wellcomm toolkit has been successfully used for all pupils on entry.</p>
<p><b>ii. Targeted support</b></p>		
<p><b>Desired Outcomes</b></p>	<p><b>Chosen Action / Approach</b></p>	<p><b>Measured Impact of Outcomes</b></p>
<p>A1.To raise attainment of PP children in Key Stage 2 (Year Six) data – <b>targeted intervention in Maths and English.</b></p>	<p>Quality First Teaching. Deputy Head teacher to provide targeted additional support to PP pupils in Year 6 in small groups for English and Mathematics – each group</p>	<p>We are unable to measure the impact as pupils did not complete SATs assessments at the end of Key Stage 2. Targeted intervention for PP pupils in Year 6 did take place, led by HLTA and Deputy Head teacher. However, these sessions came to an abrupt halt due to enforced school closure and it is difficult to measure their impact.</p>

	<p>to receive 3 hours additional support per week.  HLTA to also support PP pupils in small groups in English and Mathematics.  Focus of additional intervention is to enable pupils to overcome gaps in learning to help them make improved progress and to raise their standards of achievement.  Meet with parents of individual pupils to ensure that they support children with homework and that they are on board with additional support.  PP children receive targeted intervention in Reading, Writing and Maths led by Deputy Head teacher.  Use pre-teach/pre-learn interventions and daily catch up strategies.  Deputy Head teacher to 'check in' daily with PP pupils to monitor attendance, well-being, homework and reading.</p> <p>Purchase additional intervention resources (CPG booster materials).</p>	<p>At the point of closure in Spring 2, the data is as follows:  Reading – 76.9% of PP pupils working at ARE or above. (69.2% in Year 5, 2019).  Writing - 69.2% of PP pupils working at ARE or above. (46.2 % in Year 5, 2019).  Maths - 76.9% of PP pupils working at ARE or above. (61.5% in Year 5, 2019).  When compared to attainment in at the same point (Spring 2) in Year 5 in 2019, it shows a clear, consistent upward trend in attainment. It was hoped that this upward trajectory would continue to the end of Key Stage 2, but we are not able to evidence this.</p>
<p>A2.To raise attainment of PP children in Key Stage 1 (Year 2) data – targeted intervention in Maths and English</p>	<p>Quality First Teaching.</p> <p>Deputy Head to provide 1-hour additional intervention in small groups.</p> <p>Year 2 T.A. to provide targeted intervention and support in class to PP pupils.</p> <p>Use pre-teach/pre-learn interventions and daily catch up strategies.</p>	<p>We are unable to measure the impact as pupils did not complete SATs assessments at the end of Key Stage 1. Some targeted intervention for PP pupils in Year 2 did take place, led by Y2 TA. However, these sessions came to an abrupt halt due to enforced school closure and it is difficult to measure their impact.</p> <p>At the point of closure in Spring 2, the data is as follows:  Reading – 100% of PP pupils working at ARE or above. (100% in Year 1, 2019).  Writing - 100% of PP pupils working at ARE or above. (100 % in Year 1, 2019).  Maths - 80% of PP pupils working at ARE or above. (100 % in Year 1, 2019).  When compared to attainment in at the same point (Spring 2) in Year 1 in 2019, it shows a solid picture of all Pupil Premium pupils working at the expected standard or higher in both Year 1 and continuing this trend in Year 2. The only dip is in Writing (1 pupil) and this pupil will be closely monitored moving forward into Year 3 to ensure this gap does not widen.</p>
<p>A3.To ensure those children who are PP and SENAS make expected progress where achieving National Standard is unobtainable.</p>	<p>Quality First Teaching – ensure PP pupils are focus in planning, teaching, marking, feedback and monitoring.  Targeted intervention/support given by T.A.s. including: intervention groups, 1 to 1 Precision Teaching and support during lessons  To implement the termly use of assessments for those PP children on the SEN register as an accurate measure of progress – termly NFER assessments.</p>	<p>Impact over time difficult to assess this year due to school closure.  Rigorous tracking of SENAS pupils by SENCO shows individual progress made by SENAS/PP pupils, referred to as 'personal progress'. For some of our SENAS/PP pupils, expected progress of 6 steps is not achievable and in such cases, smaller steps progress targets are set.  For a more detailed breakdown of SENAS/PP data, please refer to SENCO's data analysis.</p>

	Use pre-learn/pre-teach/over learning strategies and same day, 'in the moment' catch up sessions. Rigorous tracking of SENAS pupils' progress on Target Tracker (termly) by SENCo. Focus of termly Pupil Progress meetings.	
A4. To stretch and challenge our more able Pupil Premium pupils to enable them to excel.	Quality First Teaching. Relentless whole school focus on PP pupils. Implementation of metacognition and self-regulation strategies – learning to learn. Targeted intervention for PP pupils by Deputy Head. Parents of target PP pupils to meet with Deputy Head. Rigorous tracking of target PP pupils – focus on Pupil Progress meetings. High expectation ethos established across the school.	<p>This continues to be a whole school focus. Again, we do not have any official data to evidence an increase in the % of PP pupils working at ABOVE age related expectations. High expectations for <b>all</b> pupils continues to be a focus in our teaching through a Mastery approach, for example in Maths. The impact of this over time still needs to be evidenced through official data. There is often a direct correlation between PP/LAC and SENAS and this explains why the % of pupils working at ABOVE ARE has been lower in specific cohorts – e.g. in 2020, 7 out of 9 LAC/ADPP pupils are on the SENAS Register. This is <b>77.8%</b>. Year 2 shows good attainment by PP pupils and we will need to ensure that we target this year group to increase % of pupils working at Greater Depth in subsequent years.</p> <p>Analysis of Target Tracker data for Year 6 in Spring 2020 compared to the same cohort of pupils in Year 2 shows that the % of PP pupils working at ABOVE ARE has increased in Reading and Writing, but remained the same in Maths.</p> <p><b>Year 6 % of Pupil Premium pupils working at Above ARE in Spring 2 2020</b></p> <p>Reading: 23.1% (In Year 2 Spring 2, 15.4%) <b>Increase of 7.7%</b>  Writing : 23.1% (In Year 2 Spring 2, 7.7%) <b>Increase of 15.4%</b>  Maths: 15.4% (In Year 2, Spring 2 15.4%) No change</p>
To raise attainment of LAC/ADPP pupils and/or to ensure they made expected progress or better.	Quality First Teaching. Targeted intervention provided for ADPP/LAC pupils across the school (CV & LS). Use of pre-teach/pre-learn intervention and same day catch-up intervention. Take into account social/emotional needs of individual LAC pupils which may impact on their learning – e.g. attachment.	CV and LS have provided targeted support and intervention for LAC//ADPP pupils throughout the year. This has included daily check ins to monitor planners, attendance and general well-being. Daily reading has also taken place for these pupils. Effective intervention strategies such as pre-teach/pre-learn and same day catch up have proved beneficial. The impact of these interventions over time needs to be evidenced through official tracking on Target Tracker and analysis of reading and spelling ages. There is a direct correlation between PP/LAC pupils and SENAS - e.g. in 2020, 7 out of 9 LAC/ADPP pupils are on the SENAS Register. This is <b>77.8%</b> .
<b>iii. Other approaches</b>		
<b>Desired Outcomes</b>	<b>Chosen Action / Approach</b>	<b>Measured Impact of Outcomes</b>
<b>C.To increase parental engagement/empowerment</b>	Head teacher and Deputy to meet with parents of all PP pupils in Year 6 to ask for their support with their child's schoolwork.	This remains an ongoing target and is very much work in progress as we constantly seek to improve and refine our systems to maximise parental engagement. The Head teacher and Deputy Head teacher successfully met with all parents of Year 6 Pupil Premium pupils on an individual basis. This was a lengthy process, but one that paid dividends as

	<p>Clear targets to be set for improvement that will be shared with the parents. Parents will be expected to look at their child's homework, sign it and respond to teacher's feedback.</p> <p>Parents will read regularly with their child and Deputy Head teacher will monitor this.</p> <p>Increased contact with previously disengaged families.</p> <p>Mrs Sanderson (Pastoral Lead/Family Liaison) to offer additional support to target families.</p> <p>Support vulnerable children with family routines: a good breakfast, uniform, access to residential visit, the curriculum and pastoral support.</p> <p>All teaching staff to focus on home-school communication with PP parents, e.g. careful monitoring of pupils' Planners.</p> <p>Ensure parents attend Parents' Evening and follow up non-attenders.</p> <p>Use of Seesaw – home/school learning platform.</p> <p>Facebook/school website.</p> <p>Play and Stay sessions in EYFS.</p>	<p>we were able to reiterate the importance of daily reading at home, of ensuring that homework is completed in a quiet, calm space and to reinforce the home/school link. The meetings were all very positive and all parents were appreciative of the additional support/intervention which was going to be put in place in Maths and English, led by the Deputy Head teacher. Clear targets for improvement were drawn up and shared with parents and these were focused on during twice weekly sessions in small, focus groups with the Deputy Head teacher and also in small groups led by the HLTA in Year 6. Unfortunately, these groups did not continue beyond March due the enforced school closure, but this was definitely a good model for future support and intervention.</p> <p>Daily check ins with these pupils by Deputy Head showed that all PP pupils in Year 6 were reading regularly at home, completing their homework and remembering to bring their planners into school every day.</p> <p>A silver lining in the cloud of Lockdown has <b>been greater use made of Seesaw</b> to forge links between home/school. This included setting home learning tasks, but also saw a significant increase in home/school communication as parents were able to message teachers directly and vice versa. All of our staff reported this as a real positive outcome of the enforced school closure and this has led to a rethinking of how we communicate with parents moving forward... for example, school has recently upgraded our level of access to Seesaw and Mr Parkinson will work directly with all teachers during this half term on a weekly basis to focus on extending our use of Seesaw.</p> <p>Mrs Sanderson has continued to liaise closely with families of our vulnerable pupils, establishing strong, positive relationships with these families in order to provide any necessary support and also to promote the importance of education. This has helped to 'break down' some barriers and improve relationships between home and school.</p> <p>All parents/carers of PP pupils attended Parents' Evening in the Autumn term. This was as a result of direct intervention and follow up calls if parents were initially unresponsive to the invite.</p>
<p>D.To improve attendance/punctuality of those target PP pupils (target pupils with attendance below 96%).</p> <p>Whole school attendance of 96% is achieved for all groups.</p>	<p>SLT and Pastoral/Family Liaison Lead to continue to support families where children's attendance is having an impact on progress and attainment (see individual case studies).</p> <p>Daily monitoring by Pastoral/Family Liaison Lead.</p> <p>Daily 'check in' of Year 6 PP pupils by Deputy Head teacher.</p> <p>Swift referral to E.W.O. of persistent absenteeism.</p> <p>Increased parental contact with vulnerable families (see above).</p>	<p>Mrs Sanderson has continued to monitor attendance and punctuality of vulnerable pupils and also PP/LAC pupils whose attendance we were specifically targeting.</p> <p>Daily check ins of Y6 PP pupils by Deputy Head proved successful.</p> <p>The target for whole school attendance for PP pupils to be at least 96% has not been achieved. Figures fall slightly below this in some cohorts...it is a mixed picture across the school, depending very much on the attendance of individual pupils. For a more in depth analysis of attendance, see PP Attendance Report, generated by Target Tracker.</p> <p>Rigorous monitoring of individual pupils and being aware of their history is key to success in this area. Pupils who consistently fall below 96% attendance will continue to be monitored and tracked closely.</p>
<p><b>E. To support PP children with social and emotional barriers to learning to ensure that they feel happy, safe and ready to learn.</b></p> <p><b>To ensure pupils have access to targeting support for mental health and wellbeing.</b></p>	<p>Pastoral Lead/Family Liaison Lead to ensure:</p> <p>Increased contact with parents of targeted PP pupils.</p> <p>Close monitoring of attendance and punctuality.</p> <p>Use of:</p>	<p>PMcD and LS attended Children's Mental Health course.</p> <p>Focus on mindfulness in all classrooms and anxiety gremilin workshops</p> <p>LS has worked closely with targeted pupils – daily check ins, one to one sessions, Play Therapy.</p> <p>See individual case studies to measure impact.</p> <p>Whole school training on Circle Time was provided in September 2019. Regular timetabling of</p>

	<p>Circle Time Social Stories Play Therapy Nurture Group Listening Room</p> <p>Review of class and lunchtime behaviour policies – SLT Approaches to managing feelings through Social Stories - SENCo to support staff in understanding of social Stories. Lunchtime supervision of Listening Room by Pastoral Lead. Re-focus on Circle Time – refresh staff training. Mindfulness sessions in class 'Anxiety Gremlin' project during Fabulous Friday sessions. Focus on core values. Worry boxes. Referrals to Pastoral Lead – regular 1 to 1 sessions/ daily check in etc. Pastoral Lead to attend Children's Mental Health course.</p>	<p>these sessions has ensured that dedicated time is given to talk about issues and also to develop the skills of listening, empathy etc. Positive feedback of the impact of these sessions has been given by all staff.</p> <p>The positive impact on children's mental health, wellbeing and social/emotional skills has also been monitored during Forest School sessions – see PEMS (Behaviour) and the Leuven Scale (for Well-being and Involvement). Worry Boxes have been successfully introduced into all classrooms and common areas and the Lunch/PlayTime Policies have been reviewed and updated to include a focus on assertive discipline and also an awareness of children's social/emotional needs.</p>
<p><b>F. To support enrichment activities for PP children.</b></p> <p>To ensure all PP pupils have opportunities to attend enrichment activities to further aspirations and widen their horizons which will impact positively on life experiences that can be used in learning.</p> <p>To increase involvement in extra-curricular activities on offer in school.</p> <p>To ensure all PP pupils have equal access to a broad and balanced curriculum.</p> <p>To widen the 'cultural capital' of our PP pupils by exploring the rich artistic, cultural, spiritual and social heritage of the UK.</p>	<p>Music tuition; Forest Schools; Contribution to Year 6 Residential; Funding school trips for some PP pupils that will provide a stimulus for learning; Access to after school clubs;</p> <p>Additional opportunities for children including: visitors, workshops, music tuition etc.</p> <p>To ensure full inclusion for PP children in enrichment activities. Focus especially on those PP pupils who are working at A.R.E. or above and who do not receive any intervention. Provision Maps to identify/target key PP pupils. Discussion with parents about support available. Office staff to ensure payments are made from PP fund.</p>	<p>This remains an ongoing target.</p> <p>Provision Maps for PP pupils have been created for all PP/LAC pupils across the school and these are carefully monitored and updated to ensure that all of our PP pupils are receiving additional support/intervention and/or access to enrichment activities e.g. Forest School sessions were provided for all PP pupils in KS 2. This will extend to KS 1 in 2020.</p> <p>Trumpet lessons have been paid for for targeted PP pupils using PP grant and this has proven to be very successful with 2 pupils in particular, showing a real talent/flair for this instrument.</p> <p>As always, the PP grant has been used to pay for residential trips, day trips, attendance at after school clubs and also to fund uniform for targeted PP pupils.</p> <p>We will continue to target pupils when/where we feel they will benefit from additional support/intervention and/or access to enrichment activities and experiences.</p>

Year 3: 67 pupils		Missing Assessment	On Track or Higher	
Reading	No. (%)	No. (%)	Spr2 18-19 No. (%)	Spr2 19-20 No. (%)
Pupil Premium	5 (7.5%)	0 (0%)	100%	100%
Not Pupil Premium	62 (92.5%)	3 (4.8%)	94.9%	89.8%
Difference (change in difference):			5.1	10.2 (5.1)
Year 3: 67 pupils		Missing Assessment	On Track or Higher	
Writing	No. (%)	No. (%)	Spr2 18-19 No. (%)	Spr2 19-20 No. (%)
Pupil Premium	5 (7.5%)	0 (0%)	100%	100%
Not Pupil Premium	62 (92.5%)	3 (4.8%)	89.8%	79.7%
Difference (change in difference):			10.2	20.3 (10.1)
Year 3: 67 pupils		Missing Assessment	On Track or Higher	
Mathematics	No. (%)	No. (%)	Spr2 18-19 No. (%)	Spr2 19-20 No. (%)
Pupil Premium	5 (7.5%)	0 (0%)	100%	80.0%
Not Pupil Premium	62 (92.5%)	3 (4.8%)	94.9%	83.1%
Difference (change in difference):			5.1	3.1 (-2.0)
Year 4: 69 pupils		Missing Assessment	On Track or Higher	
Reading	No. (%)	No. (%)	Spr2 18-19 No. (%)	Spr2 19-20 No. (%)
Pupil Premium	8 (11.6%)	0 (0%)	62.5%	50.0%
Not Pupil Premium	61 (88.4%)	2 (3.3%)	83.1%	81.4%
Difference (change in difference):			20.6	31.4 (10.8)
Year 4: 69 pupils		Missing Assessment	On Track or Higher	
Writing	No. (%)	No. (%)	Spr2 18-19 No. (%)	Spr2 19-20 No. (%)
Pupil Premium	8 (11.6%)	0 (0%)	50.0%	37.5%
Not Pupil Premium	61 (88.4%)	2 (3.3%)	78.0%	74.6%
Difference (change in difference):			28.0	37.1 (9.1)
Year 4: 69 pupils		Missing Assessment	On Track or Higher	
Mathematics	No. (%)	No. (%)	Spr2 18-19 No. (%)	Spr2 19-20 No. (%)
Pupil Premium	8 (11.6%)	0 (0%)	37.5%	37.5%
Not Pupil Premium	61 (88.4%)	2 (3.3%)	84.7%	81.4%
Difference (change in difference):			47.2	43.9 (-3.3)
Year 5: 68 pupils		Missing Assessment	On Track or Higher	
Reading	No. (%)	No. (%)	Spr2 18-19 No. (%)	Spr2 19-20 No. (%)
Pupil Premium	7 (10.3%)	1 (14.3%)	100%	66.7%
Not Pupil Premium	61 (89.7%)	0 (0%)	82.0%	73.8%
Difference (change in difference):			18.0	7.1 (-10.9)
Year 5: 68 pupils		Missing Assessment	On Track or Higher	
Writing	No. (%)	No. (%)	Spr2 18-19 No. (%)	Spr2 19-20 No. (%)
Pupil Premium	7 (10.3%)	1 (14.3%)	66.7%	66.7%
Not Pupil Premium	61 (89.7%)	0 (0%)	78.7%	75.8%
Difference (change in difference):			12.0	7.1 (-4.9)
Year 5: 68 pupils		Missing Assessment	On Track or Higher	
Mathematics	No. (%)	No. (%)	Spr2 18-19 No. (%)	Spr2 19-20 No. (%)
Pupil Premium	7 (10.3%)	1 (14.3%)	66.7%	83.3%
Not Pupil Premium	61 (89.7%)	0 (0%)	85.2%	80.3%
Difference (change in difference):			18.5	3.0 (-15.5)
Year 6: 69 pupils		Missing Assessment	On Track or Higher	
Reading	No. (%)	No. (%)	Spr2 18-19 No. (%)	Spr2 19-20 No. (%)
Pupil Premium	13 (18.8%)	0 (0%)	76.9%	69.2%
Not Pupil Premium	56 (81.2%)	0 (0%)	89.3%	87.5%
Difference (change in difference):			12.4	18.3 (5.9)
Year 6: 69 pupils		Missing Assessment	On Track or Higher	
Writing	No. (%)	No. (%)	Spr2 18-19 No. (%)	Spr2 19-20 No. (%)
Pupil Premium	13 (18.8%)	0 (0%)	61.5%	53.8%
Not Pupil Premium	56 (81.2%)	0 (0%)	89.3%	89.3%
Difference (change in difference):			27.8	35.5 (7.7)
Year 6: 69 pupils		Missing Assessment	On Track or Higher	
Mathematics	No. (%)	No. (%)	Spr2 18-19 No. (%)	Spr2 19-20 No. (%)
Pupil Premium	13 (18.8%)	0 (0%)	69.2%	76.9%
Not Pupil Premium	56 (81.2%)	0 (0%)	89.3%	92.9%
Difference (change in difference):			20.1	16.0 (-4.1)
Year 7: 69 pupils		Missing Assessment	On Track or Higher	
Reading	No. (%)	No. (%)	Spr2 18-19 No. (%)	Spr2 19-20 No. (%)
Pupil Premium	13 (18.8%)	0 (0%)	69.2%	76.9%
Not Pupil Premium	56 (81.2%)	1 (1.8%)	87.3%	89.1%
Difference (change in difference):			18.1	12.2 (-5.9)
Year 7: 69 pupils		Missing Assessment	On Track or Higher	
Writing	No. (%)	No. (%)	Spr2 18-19 No. (%)	Spr2 19-20 No. (%)
Pupil Premium	13 (18.8%)	0 (0%)	46.2%	69.2%
Not Pupil Premium	56 (81.2%)	1 (1.8%)	83.6%	89.1%
Difference (change in difference):			37.4	19.9 (-17.5)
Year 7: 69 pupils		Missing Assessment	On Track or Higher	
Mathematics	No. (%)	No. (%)	Spr2 18-19 No. (%)	Spr2 19-20 No. (%)
Pupil Premium	13 (18.8%)	0 (0%)	61.5%	76.9%
Not Pupil Premium	56 (81.2%)	1 (1.8%)	89.1%	94.5%
Difference (change in difference):			27.6	17.6 (-10.0)

Difference Key:   Widening   Narrowing   Unchanged

