

| (July 2019) | | | |
|-----------------------------|---------------------|---------------------|---------------------|
| Pupils on roll | 584 | | |
| Pupils eligible of PP | 43 | | |
| Total amount of PP received | £64,000 (2018/2019) | £60,560 (2017/2018) | £61,059 (2016/2017) |

Nature of Support 2019/2020

Identifying learning gaps to increase academic attainment and progress

Behavioural and emotional support

Increasing engagement in school life for pupils and families

| Year Group | Item/ project | Cost | Objective | Outcome | Evidence, Impact, Pupil and Parent Voice. |
|------------|------------------------------|--|--|---|--|
| FS – Y6 | Phase Leader Leadership Time | £9,000 (approx.10%of full salary cost of phase leader time) | To allow phase leaders to support all staff in becoming consistently good or outstanding teachers by: Addressing within school variance Ensuring quality first teaching Sharing best practise | All teaching in school is good or outstanding. Consistent implementation of practice and expectations across the school. Increased % of children working at or above NEFA with a particular focus on PP children Children making expected (or more than) progress. | Sutton Trust – impact of good teaching on PP children in higher than non PP. Outcomes for PP children (see below) show increasing attainment and progress and are usually above national outcomes for this group. |

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|-----------------------------------|--|--|--|--|--|
| FS-Y2 (and other years as needed) | Daily Reading with TA (<i>Sutton Trust Toolkit + 5 months</i>) | £55,749 Approximately 15% of teaching support staff time to carry out these activities. | Targeted reading to support phonics and reading skills of our youngest pupils. | Increased attainment reading for these pupils. | GLD, Y1 phonics check and KS1 TA outcomes (see below) |
| Y1 and 2 | 3 Week Reading Challenge (<i>Sutton Trust Toolkit + 5 months</i>) | | Targeted intervention on a daily basis to make rapid progress in reading skills. | Accelerated progress in reading. Increased engagement with parents. | GLD, Y1 phonics check and KS1 TA outcomes (see below) |
| FS – Y6 | PP Learning Enquiry | | TAs conduct detailed learning enquiry of PP children to identify learning strengths and also barriers. This is shared with teachers in order to address in all teaching. | All staff have a clear understanding of the specific learning needs and barriers of each PP child. | Increasing attainment and progress for PP children (see statutory outcomes below and in school assessment and data) |
| Y1 – Y6 | Post Teaching (maths) | | Daily post teaching with pupils who have not met the LO during daily maths lesson. PP children are given priority. | Children meet LO in order to stop gaps emerging. | GLD, Y1 phonics check and KS1 TA outcomes (see below) "I went out with Mr Bishop and then I got it!"Y4 child. "Post teaching is highly effective fills gaps immediately and means that children are able to continue of their whole class learning journey." Teacher |

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| Y1 - 6 | Gap Filling | | Targeted gap filling groups to fill any learning gaps that will prevent pupils working at ARE. | Gaps are closed to ensure that children are meeting ARE. | GLD, Y1 phonics check and KS1 TA outcomes (see below) |
| Y3 - 6 | Pre-teaching | £3451 (HLTA to cover teachers to take Pre-teaching) | Structured pre teaching to stop learning gaps before they open. | Children benefit from the pre-teaching: They are confident to participate They can support others They continue their learning at home. Increased % of children working at ARE All children making expected (or more) progress. | GLD, Y1 phonics check and KS1 TA outcomes (see below) Year 5 pupils: <i>"It gives us a headstart in the lessons"</i> <i>"It makes me feel confident so I can join in lessons more"</i> <i>"The only way it could be better is if we did it for all subjects!"</i> |
| Y5 - 6 | Soundtraining Intervention | £1900 (License fee) £982 (TA delivery) | Reading and spelling intervention. | Accelerated progress in reading (6 sessions 60 minutes long). | Child 1 – 48 months progress |

FOCUS AREA: SOCIAL, EMOTIONAL AND BEHAVIOUR

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|---------|--|--|---|---|---|
| FS – Y6 | Support for Young Carers (50% YCs currently in receipt of PP) | £10,000 Approximately 1/3 of our learning mentor's time is spent supporting PP children and families. | Weekly support for families and young carers that includes: Check in with families to identify support needed. Support for young carers Liaison with other agencies involved. | Families feel their needs are understood and have been supported. Children get practical and emotional support in order to improve attendance and attainment at school. | Case study of Young carer: previous years attendance was before 85%, 2017 – 18 it is 95% and above. All Young Carers are now registered will Alliance Young Carers |
| FS – Y6 | 1:1 work as needed with pupils who are experiencing emotional or behavioural difficulties. | | Weekly, or in some cases daily, support for pupils. | Children are ready to come into school to be successful learners. Behaviour enables learning to take place. | Emotional and behavioural support allows children to remain in class and access learning. |
| FS – Y6 | Increase attendance of PP children. | | Liaison with parents to increase attendance where there are concerns. Termly letters to inform parents of attendance in below 90% Meetings with parents Setting up of attendance plans. Coordination of legal intervention if needed. | Increase in attendance of PP children as a group. | Continued increase in attendance for PP pupils and decrease in the number of persistence absentees. |

FOCUS AREA: ENGAGEMENT IN SCHOOL LIFE FOR CHILDREN AND FAMILIES

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|--------------|---|--------------------------|--|---|---|
| R – Y6 | Educational visits | £1150 (£25 per child) | To enrich the curriculum for all children by funding their places on educational visits. | Increased engagement and enjoyment in learning. Wider cultural experiences. | <i>All PP children attend school residential trips. “Mill on the Brue was amazing – I did stuff I never thought I could achieve” Y6 pupil.</i> |
| Y1 – Y6 | Extra-curricular clubs <i>(Sutton Trust Toolkit +2 months)</i> | £2760 (Cost neutral) | To enrich children’s skills and experiences in arts, sciences and sport. Children with strengths in particular areas will be encouraged to attend clubs to further develop these talents. | Children engaged in a range of activities. Increased skills and expertise. | <i>“Lacrosse is really good. I get to play with my friends and try new sports” Y3 Pupil.</i> |
| FS-Y6 | Targeted breakfast and after school club places | £5700 (cost neutral) | To improve attendance and punctuality. Increased social skills and readiness to learn. | Children arriving on time and ready to learn. Increased attainment and progress. | <i>“Having an afterschool place means that *** can spend time with her friends and develop her social skills.” Y4 carer.</i> |
| FS – Y6 | Targeted Holiday Club places. | £2500 (Cost neutral) | To allow children opportunity to access quality sport and social opportunities during school holidays. | To aid families during holidays, which can be difficult. | <i>“A place at holiday club is really important to *** as I can’t do much with her in the holidays. It gets her out of the house.” Y4 parent.</i> |
| TOTAL | | £82,232 | | | |

Impact of PP Spending (Next Review July 2020)

We are rigorous and challenging in our self-evaluation. Tracking progress over time for individual pupils, groups, classes and years groups is thorough so that we can quickly act to identify any dips and use interventions and strategies to promote improvement.

We will use the following methods to analyse the impact of spending:

Lesson observations

Work scrutiny

Termly assessments and data and Pupil Progress Meetings

End of key stage data and results

Analysis of interventions

Pupils, staff and parent feedback.

TA Summer 2019 - % of children at Age Related Expectations FS – Y6

| | Pupil Count | READING | WRITING | MATHS |
|-----------------|-------------|---------|---------|-------|
| PP (7%) | 43 | 72 | 67 | 70 |
| Non PP (92%) | 541 | 88 | 90 | 91 |
| PP Non SEN (6%) | 37 | 81 | 81 | 81 |

2019 FS GLD - % of children achieving GLD

| | Working at expected standard |
|----------------------|------------------------------|
| PP (1 child) | 100 |
| Non PP (81 children) | 93 |

2019 Year 1 Phonics Check - % of children at expected standard +

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|-----------------|------------------------------|
| | Working at expected standard |
| PP 8 (9%) | 88 |
| Non PP 71 (91%) | 91 |

2019 KS1 and KS2 OUTCOMES - % of pupils at Age Related Expectations+

| | Key Stage 1 TA | | | | | Key Stage 2 (unvalidated) | | | | |
|--------|----------------|---------|---------|-------|--------------|---------------------------|-------------------|------------|-----------------|--------------|
| | Pupil Count | READING | WRITING | MATHS | RWM COMBINED | Pupil Count | READING SATS TEST | WRITING TA | MATHS SATS TEST | RWM COMBINED |
| PP | 6 (7 %) | 50 | 67 | 67 | 50 | 7 (11 %) | 71 | 71 | 71 | 57 |
| NON PP | 85 (93 %) | 86 | 89 | 91 | 84 | 55 (89 %) | 76 | 96 | 91 | 76 |

Y3 – 6 Pre -Teaching

Pre-teaching is a structured intervention which aims to prevent gaps in learning developing. Teachers work with individuals or small groups of children to equip them with skills and knowledge for their immediate future learning (i.e./e in the week ahead). Pre-teaching may cover:

- Ensuring pupils understand the vocabulary they will be using in future learning
- Teaching of specific skills needed in future learning
- Teaching of subject specific knowledge needed for future learning

The benefits of pre-teaching for pupils are:

- Enhanced confidence when taking part in whole class lessons
- Improved participation and engagement in whole class lessons
- Improved skills and knowledge in specific areas of the curriculum

Which children will benefit from pre-teaching?

We are targeting our PP children in years 3 – 6 to take part in this teaching. Any child who is working below NEFA (without specific SEND needs) or not making expected progress should have weekly pre-teaching sessions with staff.

How will pre-teaching be delivered?

Pre-teaching will be delivered by year group teacher and will be linked to the curriculum being delivered to children the following week. Pre-teaching, depending on the children receiving in, may be divided by:

- Subject – either maths or English
- Ability level – in order to deliver precise, targeted teaching.

The program will follow the following structure:

- Pupils identified through PPMs
- Parents informed that children will be receiving pre-teaching along with an explanation of how this will work, the objectives for the child, sharing ARE expectations and details of what parent/ carers will need to do to support learning at home. This will take place during a structured conversation with parents.
- Weekly timetabled sessions with small groups of children introducing them to:
 - the vocabulary they will need for the next week's learning
 - specific skills or strategies children will need for the next week's learning
 - specific subject knowledge or reading needed to complete to access next week's learning
 - additional homework resources for children to complete to support or practise their learning.

Session structure:

- Explain that we are covering what the children will be doing in the coming week so they can be prepared, confident and ready to join in.
- Go through vocabulary that will be important to use.
- Model any strategies and techniques that children will need to master.
- Give children opportunity to develop these.

Post Teaching

Post teaching is a 20 minute session taught by the year group TA. It is targeted at pupils who did not meet the LO in the whole class lesson that day and who the teacher feels will achieve it with a little further input. Post teaching takes place in the afternoon

and we monitor to ensure the same children are not always attended as this would suggest that their curriculum needs to be reviewed.

Gap Filling

Gap filling is a short session led by the TA to re-teach key areas and objectives from the curriculum that children have not yet secured. This may be from a previous year group's curriculum or their current one. Year group teachers select the LOs to be taught and the planning for sessions will break them down in small, achievable steps – usually taught over a series of sessions.