

# Review of Pupil Premium Strategy 2020 - 2021: Laurel Avenue Community Primary School

1. Summary information					
<b>School</b>	Laurel Avenue Community Primary School				
<b>Academic Year</b>	2020 - 2021	<b>Total PP budget</b>	£60,720	<b>Date of Review</b>	July 2021
<b>Total number of pupils</b>	99	<b>Number of pupils eligible for PP</b>	56		

School: 65%      National: 25.2%

School Deprivation Indicator: 0.42      National Deprivation Indicator: 0.21

Please note, as we have relatively small year group sizes

- ◆ each child is worth a significant percentage of their cohort
- ◆ in particular year groups, a FSM bar may reflect a very small number of pupils in comparison to the NFSM bar making it very difficult to make meaningful comparisons

	Reception 15 pupils	Year 1 15 pupils	Year 2 11 pupils	Year 3 16 pupils	Year 4 16 pupils	Year 5 15 pupils	Year 6 11 pupils
<i>Free School Meals</i>	12: 80%	9: 60%	9: 82%	7: 44%	10: 63%	10: 67%	7: 64%
	<i>Each Free School Meal Pupil worth</i>						
	8%	11%	11%	14%	10%	10%	14%
<i>Non Free School Meals</i>	3: 20%	6: 40%	2: 18%	9: 56%	6: 38%	5: 33%	4: 36%
	<i>Each Non Free School Meal Pupil worth</i>						
	33%	17%	50%	11%	17%	20%	25%

## 2. Barriers to future attainment (for pupils eligible for PP, including high ability)

### In-school barriers

A.	<i>Basic Literacy skills/ oral language skills – on entry to Nursery/Reception are lower for pupils eligible for PP than for other pupils. This slows writing progress in subsequent years and writing is the barrier to GLD.</i>
B.	<i>Basic Literacy skills/ oral language skills impact on writing across school particularly for pupils eligible for PP.</i>
C.	<i>Special Educational Needs including ASD, ADHD, Learning Difficulties and other health related issues.</i>
D.	<i>Behaviour issues for a small group of pupils (mostly eligible for PP) are having detrimental effect on their academic progress.</i>

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

E.	<i>Safeguarding concerns. Unsettled family arrangements leading to social and emotional difficulties which affect their learning.</i>
F.	<i>Attendance of a small number of PP eligible pupils; attendance needs to be consistently tracked and interventions in place to maintain school's achievements broadly in line with national/slightly above.</i>

## 3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<i>Improve basic Literacy skills/oral language skills for pupils eligible for PP in Reception class to impact positively on writing and so GLD.</i>	<i>Pupils eligible for PP in Reception class make rapid progress by the end of the year so that meet age related expectations particularly in writing</i>
B.	<i>Improve basic Literacy Skills/ Oral language skills for pupils KS1 and 2 to impact on writing across school</i>	<i>Pupils eligible for PP in KS1 &amp; 2 make rapid progress by the end of the year to meet age related expectations particularly in writing, or close the gap further before end of Key Stage</i>
C.	<i>Staff further equipped to enhance progress of pupils with Special Educational Needs including ASD, ADHD, Learning Difficulties and other health related issues. 20 of 27 pupils on SEND Register eligible for PP – 74%</i>	<i>Pupils with SEND eligible for PP across school will make progress so that meet age related expectations particularly in writing, or close the gap further before end of Key Stage</i>
D.	<i>Behavioural issues of small group of pupils across school are addressed.</i>	<i>Fewer behaviour incidents recorded for these pupils on the school system impacting positively on progress and attitudes</i>
E.	<i>Safeguarding concerns addressed effectively to ensure pupils' needs are met. Support given to families - social and emotional issues. 63% of PP pupils are vulnerable in terms of social services involvement, TAFs, SEND, PSA.</i>	<i>Addressing of safeguarding concerns and support for families will lead to more emotionally and behaviourally settles PP pupils, having their basic needs met, concentrating more and making progress</i>
F.	<i>Increased attendance rates for pupils eligible for PP and to maintain current good attendance which needs constant intervention to stay good.</i>	<i>Ensure number of persistent absentees reduces from 8.5% to 0. Overall PP attendance improves from 95.7% to over 96% in line with nat 'other' pupils.</i>

### ***Pupil Premium Data***

*We use Chris Quigley’s Depth of Learning index to assess children. Pupil Progress meetings are held three times per year. Each child is discussed individually and assessments made on progress and attainment in Reading, Writing and Maths. The following figures show the percentage of certain groups in each cohort who are attaining national curriculum expectations (at the end of Year 2, Year 4 and Year 6) or who are on the way to so doing (at the end of Year 1, Year 3 and Year 5).*

### ***Attendance***

	<b>2019</b>				<b>2020</b>				<b>2021*</b>				
	<b><i>Absence %</i></b>		<b><i>PA 10%</i></b>		<b><i>Absence %</i></b>		<b><i>PA 10%</i></b>		<b><i>Absence %</i></b>		<b><i>PA 10%</i></b>		
	<i>School</i>	<i>Nat</i>	<i>School</i>	<i>Nat</i>	<i>School</i>	<i>Nat</i>	<i>School</i>	<i>Nat</i>	<i>School</i>	<i>Nat</i>	<i>School</i>	<i>Nat</i>	
<b><i>FSM</i></b>	6.0%	7.5%	9.9%	22.8%	5.1%	7.5%	10.7%	22.8%	7.0%	5.6%	7.8%	6.9%	18.8%
<b><i>All</i></b>	6.0%	4.7%	8.4%	8.2%	4.0%	4.7%	5.6%	8.2%	4.0%	3.3%	6.1%	3.8%	5.2%

*\*2021 data is based on Autumn and Spring data 2020-2021 – purple figures. School’s data for Autumn and Spring 2020-2021 is in purple and for the full year in black – no comparable data at current time.*

### ***2020 – 2021***

*For the fourth year, FSM pupils’ level of absence remains well below national.*

*FSM level of absence has been reducing over years from 2015 – 2017 with a slight rise in 2021.*

*Persistent absentee rate has dropped again to well below national FSM in 2021.*

**Early Years**

**Percentage of pupils achieving GLD**

	2019			2020*TA			2021*TA		
	Cohort	School	National	Cohort	School	National 2019	Cohort	School	National 2019
<b>All Pupils</b>	12	25%	72%	15	27%	72%	14	20%	72%
<i>Disadvantaged</i>	9	22%		9	22%		11	14%	
<i>Non Disadvantaged</i>	3	33%		6	33%		3	7%	
<i>Difference</i>		-11			-11			+7%	

**Reception (2021) proportions reaching ARE compared to those meeting ARE on entry**

		Proportion at ARE on entry	Proportion at ARE at the end of Reception
<b>Reading</b>	<i>All</i>	7%	21%
	<i>Disadvantaged</i>	7%	14%
	<i>Other</i>	0%	7%
	<i>Difference</i>	7%	+7%

		Proportion at ARE on entry	Proportion at ARE at the end of Reception
<b>Writing</b>	<i>All</i>	7%	29%
	<i>Disadvantaged</i>	7%	21%
	<i>Other</i>	0%	7%
	<i>Difference</i>	7%	+14%

		Proportion at ARE on entry	Proportion at ARE at the end of Reception
<b>Maths</b>	<i>All</i>	7%	36%
	<i>Disadvantaged</i>	7%	29%
	<i>Other</i>	0%	7%
	<i>Difference</i>	7%	+22%

*FSM pupils achieving GLD 14% (18% of FSM pupils) which is above school non FSM at 7% (33% of NFSM pupils)  
Significantly more pupils FSM – 11 FSM to 3 NFSM which skew results*

**Reading:**  
*7% FSM pupils were at ARE on entry to Reception. 14% ARE end of Reception.*

**Writing:**  
*7% FSM pupils were at ARE on entry to Reception. 21% ARE end of Reception.*

**Maths:**  
*7% FSM pupils were at ARE on entry to Reception. 29% ARE end of Reception.*

*FSM pupils achieved above in reading, writing and maths.  
Only 3 in NFSM group.*

## Key Stage 1

### Phonics screening Year 1

	2019		2020 *Taken Y2		2021 * Taken Y2	
	% school	% National	% school	% National 2019	% school	% National 2019
All pupils	56%	82%	88%	82%	55%	82%
FSM	50%	71%	100%	71%	50% (2)	71%
Non FSM	66%	84%	78%	84%	82% (9)	84%
Difference	-16%		+22%		+32%	

Y1 Phonics Test taken in Y2 due to lockdown  
 % FSM pupils achieving phonics standard is below national FSM level for whole group.  
 9 FSM pupils in cohort – 56% SEND  
 Only 1 of FSM pupils without SEND did not receive standard – monitored for SEND  
 20% SEND achieved Phonics Standard.

### % not met standard by end of Year 2

	2019	2020 * Taken Y2	2021 * Taken Y2
FSM	30%	0%	50%
Non FSM	17%	22%	18%

Considerable amount of support given with phonics intervention during Autumn 2020 after lockdown

### Percentage of pupils attaining ARE at the End of Key Stage 1

#### Reading

	2019			2020 *No SATs			2021 *No SATs		
	School	National (2019)	Diff	School	National (2019)	Diff	School	National (2019)	Diff
Disadvantaged	Exp: 30% GD: 10%	Exp: 62% GD: 13%	-32% -3%	Exp: 29% GD: 14%	Exp: 62% GD: 13%	-33% +1%	Exp: 67% GD: 0%	Exp: 62% GD: 13%	+5% -13%
Not Disadvantaged	Exp: 67% GD: 0%	Exp: 78% GD: 27%	-11% -27%	Exp: 44% GD: 44%	Exp: 78% GD: 27%	-34% +17%	Exp: 0% GD: 0%	Exp: 78% GD: 27%	-78% -27%
Difference	Exp:-37% GD:+10%			Exp:-15% GD: -30%			Exp:+67%		

#### Writing

	2019			2020 *No SATs			2021 *No SATs		
	School	National (2019)	Diff	School	National (2019)	Diff	School	National (2019)	Diff
Disadvantaged	Exp: 30% GD: 0%	Exp: 55% GD: 8%	-25% -8%	Exp: 14% GD: 0%	Exp: 55% GD: 8%	-41% -8%	Exp: 56% GD: 0%	Exp: 55% GD: 8%	+1% -8%
Not Disadvantaged	Exp: 67% GD: 0%	Exp: 77% GD: 18%	-10% -18%	Exp: 33% GD: 0%	Exp: 77% GD: 18%	-44% -18%	Exp: 0% GD: 0%	Exp: 77% GD: 18%	-77% -18%
Difference	Exp: -37% GD: 0%			Exp: -19% GD: 0%			Exp: +56% GD: 0%		

## Mathematics

	2019			2020 *No SATs			2021 *No SATs		
	School	National (2019)	Diff	School	National (2019)	Diff	School	National (2019)	Diff
Disadvantaged	Exp: 40% GD: 10%	Exp: 62% GD: 11%	-22% -1%	Exp: 43% GD: 0%	Exp: 62% GD: 11%	-19% -11%	Exp: 78% GD: 0%	Exp: 62% GD: 11%	+16% -11%
Not Disadvantaged	Exp: 83% GD: 33%	Exp: 79% GD: 23%	+4% +10%	Exp: 67% GD: 11%	Exp: 79% GD: 23%	-12% -12%	Exp: 33% GD: 0%	Exp: 79% GD: 23%	-46% -23%
Difference	Exp: -43% GD: -23%			Exp: -24% GD: -11%			Exp: +45% GD: 0%		

### Year 2 (2021) proportions reaching ARE from entry

Data used for end of Reception and end of Year 2 has been taken from the same group of pupils so a direct comparison can be made, giving an exact picture of how funding impacted on proportions reaching Age Related Expectations.

		Proportion at or above ARE at the end of Reception		Proportion at or above ARE on exit at the end of Year 2	
<b>Reading</b>	All	43%		43%	
	Disadvantaged	9	55%	9	55%
	Other	3	0%	3	0%
	Difference	+55%		+55%	

		Proportion at or above ARE at the end of Reception		Proportion at or above ARE on exit at the end of Year 2	
<b>Writing</b>	All	29%		36%	
	Disadvantaged	9	36%	9	45%
	Other	3	0%	3	0%
	Difference	+36%		+45%	

### Year 2 FSM

Difficult to make comparisons between FSM and NFSM groups as only 3 pupils in NFSM group to 11 in NFSM. FSM pupils achieve higher in all subjects.

Despite lockdown, same number of pupils remained at ARE by end of KS1 from end of Reception in reading. 2 new pupils – both ARE at end of Rec in previous school, joining in March. 50% achieved ARE at end of KS1. 1 pupil moved from below ARE end of Rec to ARE end of KS1.

Writing attainment increased for FSM pupils by 7% despite lockdown.

Maths attainment increased for both FSM and NFSM pupils by 33% despite lockdown.

		<i>Proportion at or above ARE at the end of Reception</i>		<i>Proportion at or above ARE on exit at the end of Year 2</i>	
<b>Maths</b>	<i>All</i>	43%		57%	
	<i>Disadvantaged</i>	9	45%	9	64%
	<i>Other</i>	3	0%	3	33%
	<i>Difference</i>	+45%		+31%	

### Key Stage 2

#### Percentage of pupils attaining Age Related Expectations at the end of Key Stage 2

*It should be noted that as different data sets are used there can be no direct comparisons made between year groups. This section allows for a general picture of how funding may be impacting on proportions reaching Age Related Expectations.*

	2019			2020			2021		
	<i>Maths, R &amp; W</i>			<i>Maths, R &amp; W</i>			<i>Maths, R &amp; W</i>		
	<i>School</i>	<i>National</i>		<i>School</i>	<i>National</i> 2019		<i>School</i>	<i>National</i> 2019	
<i>Disadvantaged</i>	86%	51%	+35%	67%	51%	+16%	33%	51%	-47%
<i>Not Disadvantaged</i>	75%	71%	+4%	67%	71%	-4%	40%	71%	+33%
<i>Difference</i>	+11%			0%			-7%		

#### Percentage of pupils exceeding Age Related Expectations at the end of Key Stage 2

*It should be noted that as different data sets are used there can be no direct comparisons made between year groups. This section allows for a general picture of how funding may be impacting on proportions exceeding Age Related Expectations.*

	2019			2020			2021		
	<i>Maths, R &amp; W</i>			<i>Maths, R &amp; W</i>			<i>Maths, R &amp; W</i>		
	<i>School</i>	<i>National</i>		<i>School</i>	<i>National</i> 2019		<i>School</i>	<i>National</i> 2019	
<i>Disadvantaged</i>	14%	4%	+10%	0%	4%	-4%	0%	4%	-4%
<i>Not Disadvantaged</i>	25%	11%	+14%	0%	11%	-11%	0%	11%	-11%
<i>Difference</i>	-11%			0%			0%		

**Year 6 (2021) proportions reaching Year 2** Reception and end of Year 6 has been taken from the same group of pupils so a direct comparison can be made, giving an exact picture of how funding impacted on proportions reaching Age Related Expectations.

		Proportion at or above ARE on exit at the end of Year 2		Proportion at or above ARE on exit at the end of Year 6	
<b>Reading</b>	All	67%		75%	
	Disadvantaged	7	71%	7	71%
	Other	5	60%	5	80%
	Difference	+11%		-9%	

		Proportion at or above ARE on exit at the end of Year 2		Proportion at or above ARE on exit at the end of Year 6	
<b>Writing</b>	All	59%		59%	
	Disadvantaged	7	57%	7	71%
	Other	5	60%	5	60%
	Difference	-3%		+11%	

		Proportion at or above ARE on exit at the end of Year 2		Proportion at or above ARE on exit at the end of Year 6	
<b>Maths</b>	All	50%		75%	
	Disadvantaged	7	71%	7	86%
	Other	5	20%	5	40%
	Difference	+51%		+34%	

### **Year 6FSM**

*This shows, despite lock down, FSM made good progress in reading and maths. Pupils make good progress with writing to make up gaps from first lockdown to remain at ARE level. 75% of those not reaching ARE are SEND (50% of whom FSM) and 25% was very close to achieving ARE and would have been on track if there had been no lockdown.*

*Increase in FMS pupils achieving age related expectations by end of Year 6 in reading (67% to 75%) and maths (50% to 75%) despite lockdowns.*



**Reading Whole School Picture 2021 (SEND marked in purple)**

		Proportion at ARE at the end of Reception		Proportion at ARE on exit at the end of Year 1		Proportion at ARE on exit at the end of Year 2		Proportion at ARE on exit at the end of Year 3		Proportion at ARE on exit at the end of Year 4		Proportion at ARE on exit at the end of Year 5		Proportion at ARE on exit at the end of Year 6	
<b>Reading</b>	All	21%		48%		43%		38%		44%		73%		75%	
	Disadvantaged	11 (36%)	18%	9 (33%)	33%	11 (36%)	55%	7 (14%)	29%	10 (60%)	30%	10 (30%)	60%	7 (43%)	71%
	Other	3 (66%)	33%	6 (16%)	67%	3 (33%)	0%	9 (56%)	44%	6 (33%)	67%	5 (0%)	100%	5 (40%)	80%
	Difference	-3%		-34%		+55%		-15%		-37%		-40%		-9%	

**Writing Whole School Picture 2021 (SEND marked in purple)**

		Proportion at ARE at the end of Reception		Proportion at ARE on exit at the end of Year 1		Proportion at ARE on exit at the end of Year 2		Proportion at ARE on exit at the end of Year 3		Proportion at ARE on exit at the end of Year 4		Proportion at ARE on exit at the end of Year 5		Proportion at ARE on exit at the end of Year 6	
<b>Writing</b>	All	29%		40%		36%		38%		44%		27%		58%	
	Disadvantaged	11 (36%)	27%	9 (33%)	22%	11 (36%)	45%	7 (14%)	14%	10 (60%)	30%	10 (30%)	10%	7 (43%)	71%
	Other	3 (66%)	40%	6 (16%)	50%	3 (33%)	0%	9 (56%)	33%	6 (33%)	67%	5 (0%)	60%	5 (40%)	60%
	Difference	-13%		-28%		+45%		-19%		-37%		-50%		+11%	

**Maths Whole School Picture 2021 (SEND marked in purple)**

		Proportion at ARE at the end of Reception		Proportion at ARE on exit at the end of Year 1		Proportion at ARE on exit at the end of Year 2		Proportion at ARE on exit at the end of Year 3		Proportion at ARE on exit at the end of Year 4		Proportion at ARE on exit at the end of Year 5		Proportion at ARE on exit at the end of Year 6	
<b>Maths</b>	All	36%		53%		57%		56%		50%		67%		67%	
	Disadvantaged	11 (36%)	36%	9 (33%)	56%	11 (36%)	64%	7 (14%)	43%	10 (60%)	30%	10 (30%)	50%	7 (43%)	86%
	Other	3 (66%)	33%	6 (16%)	83%	3 (33%)	33%	9 (56%)	67%	6 (33%)	83%	5 (0%)	100%	5 (40%)	40%
	Difference	-3%		-27%		+31%		-24%		-53%		-50%		+46%	

- *24 of the pupils on SEND Register are eligible for PP – 69% of all SEND and 38% of all FSM pupils across school.*
- *Each cohort needs to be considered carefully as proportions of SEND can affect data – SEND is indicated in purple for each cohort group.*

#### 4. Planned expenditure

Academic year

2020/21

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?	Review
<p><i>A. Improve basic Literacy skills/oral language skills for pupils eligible for PP in Reception class to impact positively on writing and so GLD.</i></p>	<p><i>Contribution towards Reception Class Teacher, 5 mornings</i></p> <p><i>Employment of Reception Class Teacher to work with TA on dedicated Reception teaching.</i></p> <p><i>Smaller numbers in Nursery environment</i></p> <p><i>£10,000</i></p>	<p><i>Sutton Trust Pupil Premium Research:</i></p> <p><i>EY Intervention +6 months</i></p> <p><i>Reduced Class Sizes + 3 months</i></p> <p><i>Historical success of this approach</i></p> <p><i>To meet needs of Reception cohort in their own classroom environment – low assessment on entry</i></p> <p><i>To raise attainment trends from Reception into Year 1</i></p> <p><i>To enhance rate of progress</i></p> <p><i>73% eligible for pupil premium</i></p> <p><i>TA available to support Year 1/2 group for RWInc – 1 hour per day</i></p>	<p><i>SMT through pupil progress meetings, classroom observations</i></p> <p><i>Level of GLD</i></p>	<p><i>Intervention impacted positively on all FSM who made progress from low starting points. Teacher supported pupils throughout lockdown also, ensuring planning (individual in some cases) was sent to parents/carers, Teams meetings and visiting homes to provide work and resources.</i></p> <p><i>Reading: Only 7% of FSM were at ARE 09/20</i></p> <p><i>End of Reception 14% ARE</i></p> <p><i>Writing: Only 7% of FSM were at ARE 09/20</i></p> <p><i>End of Reception 21% ARE</i></p> <p><i>Maths: Only 7% of FSM were at ARE 09/20</i></p> <p><i>End of Reception 29% ARE</i></p> <p><i>Although small number of pupils moved from below ARE to ARE, rest of pupils made progress – very low on entry. Made progress in other areas including communication and language, movement – gross and fine motor skills, social and emotional behaviours.</i></p>

	<p><i>Contribution towards teacher for Year 4 full time Employment of Year 4 teacher to support 44% SEND including high level need</i></p> <p><i>£12,000</i></p>	<p><i>Sutton Trust Pupil Premium Research: EY Intervention +6 months Reduced Class Sizes + 3 months To meet needs of pupils who required smaller class size environment and higher level of support due to SEND and social and emotional needs, heightened since lockdown 63% pupils in class eligible for pupil premium</i></p>	<p><i>SMT through pupil progress meetings, classroom observations SEND Support Plans – plan and review</i></p>	<p><i>Has also allowed TA opportunity to work with individual pupils on speech and language interventions, working closely with speech therapist and parents. Teacher supports FSM in Year 1/2 for RWInc allowing smaller, more focused group teaching. This has been particularly impactful after lockdown, leading interventions for pupils who needed extra support following lockdown - FSM pupils working significantly below ARE, helping to fill gaps and make as much progress as rapidly as possible, including S and L/motor skills and coordination. Ensured standards stayed same from end of EYFS to end of KS2 despite lockdown.</i></p> <p><i>Splitting class from mixed Y3/4 of 32 pupils into Year 3 16 and Year 4 16 impacted significantly on outcomes of pupils – with respect to progress made and social and emotional/behaviour. Year 4 pupils made excellent progress – EP reported on improvement in one pupil being significant.</i></p>
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	<p><i>Staff training (including time for RWInc coordinator out of class to work with TAs)</i></p> <ul style="list-style-type: none"> <li>- <i>speech and language</i></li> <li>- <i>outdoor learning in Early Years, focus on reading</i></li> <li>- <i>RWInc Training for TAs new to school</i></li> <li>- <i>Accelerated Reader Training</i></li> </ul> <p><i>£4,000 (shared with training in B as reported below)</i></p> <p><i>Learning Resources Maths, Literacy and SEND resources</i></p> <p><i>Towards new R W Inc updated resources</i></p> <p><i>Resources to provide support for pupils within lessons</i></p> <p><i>£3,370 (shared with training in B as reported below)</i></p>	<p><i>Disadvantaged pupils benefit from good quality programmes with strong educational components</i></p> <p><i>Sutton Trust Pupil Premium</i></p> <p><i>Research:</i></p> <ul style="list-style-type: none"> <li><i>Phonics +4 months</i></li> <li><i>Small Group Tuition + 4 months</i></li> <li><i>Feedback +8 months</i></li> </ul>	<p><i>Course selected using evidence of effectiveness.</i></p> <p><i>Use PD days and developmental staff meeting times to deliver training as well as RWInc leader time out of class to observe and support.</i></p> <p><i>Peer observation of attendees' classes after the course, to embed learning.</i></p> <p><i>Whole school involvement with ensured continuity and progression across every year group, raising standards.</i></p> <p><i>Enhanced impact of TAs SMT through pupil progress meetings, classroom observations</i></p> <p><i>End of year results – closing gap between</i></p>	<p><i>Significant impact on social, emotional and behavioural needs of pupils. Pupils were settled over the year: +14% achieving ARE in reading and writing and +20% ARE in maths, despite lockdown.</i></p> <p><i>Teacher gave high level of support throughout lockdown with regular lessons and group work over Teams and individual work planned - in some instances delivered to support FSM, especially those with high level needs.</i></p> <p><i>RWInc Leader has worked with new staff and TAs to ensure higher level of continuity impacting on teaching standards across school.</i></p> <p><i>100% lesson observations of RWInc are at least good and show consistency of delivery.</i></p> <p><i>Updated resources purchased ensuring all teaching meets demands of curriculum and all pupils are working with resources at an accurate standard for their level, ensuring maximum progress.</i></p> <p><i>Despite higher proportion of SEND within FSM group (70% SEND FSM, 30% SEND NFSM), there is only a gap of -17% between FSM pupils and NFSM at ARE in reading, -14% at ARE in writing and -16% at ARE in Maths.</i></p>
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				<i>Work to be carried out to narrow the gap further between the two groups. FSM pupils have been assessed as having physical barriers to writing which will be further addressed next year.</i>
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<p><i>B. Improve basic Literacy Skills/ Oral language skills for pupils KS1 and 2 to impact on writing across school including extending opportunities on digital platform</i></p>	<p><i>Staff training – speech and language/writing approaches with EDA. All new staff, teaching and non-teaching, to receive enhanced training in teaching Read, Write, Inc. including extensive phonics training and Big Maths. To improve impact of TAs, teachers to work developmentally with TAs – managing support effectively, lesson observations, monitoring progress rates</i></p> <p><i>£4,000 (shared with training in A as reported above)</i></p> <p><i>Learning Resources Maths, Literacy and SEND resources</i></p> <p><i>Towards new R W Inc updated resources</i></p> <p><i>Resources to provide support for pupils within lessons</i></p> <p><i>£3,370 (shared with training in A as reported above)</i></p>	<p><i>Disadvantaged pupils benefit from good quality programmes with strong educational components</i></p> <p><i>Sutton Trust Pupil Premium</i></p> <p><i>Research:</i></p> <p><i>Phonics +4 months</i></p> <p><i>Small Group Tuition + 4 months</i></p> <p><i>Feedback +8 months</i></p> <p><i>To ensure meeting higher demands of 2014 curriculum.</i></p> <p><i>Resources selected using evidence of effectiveness historically in school.</i></p>	<p><i>Course selected using evidence of effectiveness. Use INSET days to deliver training.</i></p> <p><i>Peer observation of attendees’ classes after the course, to embed learning (no assessment).</i></p> <p><i>Whole school involvement with ensured continuity and progression across every year group, raising standards.</i></p> <p><i>Enhanced impact of TAs</i></p> <p><i>SMT through pupil progress meetings, classroom observations</i></p> <p><i>End of year results</i></p> <p><i>SMT through pupil progress meetings, classroom observations</i></p> <p><i>RW Inc Lead deliver training and effective monitoring to embed learning and identify areas for development in order to ensure consistency</i></p> <p><i>SENCO observations</i></p> <p><i>Coordinator monitoring</i></p> <p><i>End of year results</i></p>	<p><i>Standards in writing have been impacted by number of pupils with SEND with particular need being in writing.</i></p> <p><i>24 of the 36 pupils on SEND Register are eligible for PP – 69% of all SEND and 43% of all FSM pupils across school.</i></p> <p><i>89% of FSM pupils made good progress in reading despite lockdown. 4 FSM pupils across the school did not quite make progress – already being targeted for extra support/referrals to other agencies.</i></p> <p><i>86% of FSM pupils made good progress in writing. Those that did not - have had recent referrals with Educational Psychologist or Cognitive Difficulties Team/Occupational Therapist and have/will have strategies in place – all very closely monitored and actioned through SEND support plans.</i></p>
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<p><i>B. Phonics</i>  <i>Improve phonics skills for those pupils with low starting points who need a high level of support to meet the phonics standard at the end of the year. This will impact on their progress in reading and writing and wider curriculum subjects.</i></p>	<p><i>Key Stage 1 Booster Support for Year 1 and 2 pupils for phonics understanding – Teaching Assistant support 2 x pms weekly</i></p> <p><i>£2,000</i></p>	<p><i>Sutton Trust Pupil Premium Research:</i>  <i>Small Group Tuition + 4 months</i>  <i>We want to ensure that PP pupils can achieve expected and high attainment standards; provide stretch and encouragement for these pupils.</i></p>	<p><i>SMT through pupil progress meetings, classroom observations</i>  <i>SENCO observations</i>  <i>Coordinator monitoring</i>  <i>End of year results</i></p>	<p><i>55% of Year 2 disadvantaged pupils met the expected standard in phonics in 2020. Those that achieved did so with high scores out of 40.</i>  <i>25% SEND</i>  <i>Impacted positively on FSM pupils needing support with phonics –gaps through lockdown and issues with incorrect teaching causing misunderstandings; although 45% not achieve phonics standard, made good progress on scores from baseline..</i></p>
<b>Total budgeted cost</b>				<b><i>£31,370</i></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>Review</b>
<p><i>A. Improve basic Literacy skills/oral language skills for pupils eligible for PP in Reception class to impact positively on writing and so GLD.</i></p> <p><i>B. Improve basic Literacy Skills/ Oral language skills for pupils KS1 and 2 to impact on writing across school</i></p>	<p><i>Teaching Assistant Targeted Support</i> <i>£5,000</i></p> <p><i>Contribution to Teaching Assistant Targeted Support, KS2</i> <i>£8,000</i></p>	<p><i>Read, Write, Inc/Literacy teaching assistant</i> <i>Sutton Trust Pupil Premium Research: EY Intervention +6 months</i> <i>Phonics +4 months</i> <i>To raise attainment in KS1 and KS2 pupils through targeted support and intervention group work focusing on basic literacy skills to impact on writing</i></p> <p><i>Small group interventions with qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit.</i></p>	<p><i>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</i> <i>SMT through pupil progress meetings, classroom observations</i> <i>Monitor pupils selected for intervention and impact made</i> <i>End of year results</i></p> <p><i>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</i> <i>SMT through pupil progress meetings, classroom observations</i> <i>Monitor pupils selected for intervention and impact made</i> <i>End of year results</i></p>	<p><i>As above</i></p>

<p><i>A. Improve basic Literacy skills/oral language skills for pupils eligible for PP in Reception class to impact positively on writing and so GLD.</i></p> <p><i>B. Improve basic Literacy Skills/ Oral language skills for pupils KS1 and 2 to impact on writing across school</i></p>	<p><i>Speech and Language (Training and Resources) Resources and training for TA</i></p> <p><i>£1,500</i></p>	<p><i>Sutton Trust Pupil Premium Research: Small Group Tuition + 4 months To raise attainment in KS2 pupils through targeted support and intervention group work focusing on basic literacy skills to impact on writing. To allow smaller group teaching.</i></p> <p><i>Improve basic Literacy skills/oral language skills for pupils eligible for PP throughout school to impact positively on writing and speech. Previous work done in school has shown positive impact; needs to be continued for more pupils and continue with those whose speech is acting as barrier to progress</i></p>	<p><i>TA to attend training to develop expertise in the delivering of speech and language programmes within school, screening pupil and initiating programmes or following programmes provided by the speech therapist</i></p> <p><i>Purchasing of appropriate resources and assessment/screening tools</i></p> <p><i>TA's expertise in screening and delivering speech and language programmes enhanced</i></p> <p><i>More effective use of resources and strategies</i></p> <p><i>Positive impact on FSM pupils' speech</i></p>	<p><i>As above</i></p>
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<p><i>C. Staff further equipped to enhance progress of pupils with Special Educational Needs including ASD, ADHD, Learning Difficulties and other health related issues</i></p>	<p><i>Educational Psychologist intervention one day per fortnight throughout school</i> <i>£2,500</i></p> <p><i>Contribution towards support – 1 PP pupil with EHCP and a pupil receiving Top Up</i> <i>£2,700</i></p>	<p><i>24 of 36 pupils on SEND Register eligible for FSM – 69%</i> <i>Dedicated and consistent support for FSM SEND throughout school</i> <i>EP support has been essential for assessments, reports, progressing EHCP applications</i> <i>EP to work with parents discussing pupils’ needs and offering advice support and strategies</i></p> <p><i>Contribution towards one to one TA support for 2 pupils with EHCP</i> <i>Contribution towards meeting needs as identified on EHCPs</i></p>	<p><i>SMT through pupil progress meetings, classroom observations – strategies in place</i> <i>Meetings with parents/carers</i> <i>Annual Reviews</i> <i>TAF Meetings</i> <i>End of year results</i></p> <p><i>SMT through pupil progress meetings, classroom observations – strategies in place</i> <i>Meetings with parents/carers</i> <i>Annual Reviews</i> <i>TAF Meetings</i> <i>End of year results</i> <i>Needs of child met with one to one support</i> <i>Annual review</i></p>	<p><i>24 of the 36 pupils on SEND Register are eligible for PP – 69% of all SEND and 43% of all FSM pupils across school.</i> <i>FSM pupils with SEND continue to be the group of pupils who need ongoing support and targeted intervention. Progress has been made for these pupils to fill gaps and most are making good progress at their own levels. Continued high level of support is needed to ensure meet their next milestones and pebbles. These are carefully tracked on an individual and class monitoring level and include involvement of other professionals including Occupational Therapist, Educational Psychologist, Speech and Language Therapist.</i> <i>Have had recent referrals with Educational Psychologist or Cognitive Difficulties Team/Occupational Therapist and have/will have strategies in place – all very closely monitored &amp; actioned through SEND support plans.</i> <i>Staff expertise increased specifically with regard to meeting needs of SEND pupils. Close liaison with parents/carers.</i></p>
<p align="right"><b>Total budgeted cost</b></p>				<p><b>£19,700</b></p>

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	Review
<i>D. Behavioural issues of small group of pupils across school are addressed.</i>	<i>Identify a targeted behaviour intervention for identified students. Engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours. Relax Kids (See below) Costs built into extra HLTA/TA support and EP time</i>	<i>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</i>	<i>Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</i>		<i>Restorative Training received by all staff. Behaviour management across staff is excellent. TA/HLTA support financed through PP allows pupils to receive higher levels of support when experiencing difficulties resulting in behavioural issues. Positive Futures Advisor support has also been invaluable to support this – see case studies. Relax Kids and Fun Club sessions Relax Kids/Fun Club impacted on behaviour – calming influence/use of strategies by TAs during group work.</i>
<i>E. Safeguarding concerns addressed effectively to ensure pupils' needs are met. Support given to families concerning social and emotional issues. 63% of PP pupils are vulnerable in terms of social services involvement, TAFs, SEND, PSA.</i>	<i>Additional costs for HLTA HLTA employed to work primarily in Year 1/2 to raise standards, support high level of SEND/need. HLTA to attend safeguarding meetings £4,500</i>	<i>Sutton Trust Pupil Premium Research: Small Group Tuition + 4 months Social and emotional learning +4 months  To raise attainment in Y1/Y2 class through targeted support and intervention group work To meet the large variety of needs within Y1/Y2 class (SEN specialism) Lead Relax Kids/Fun Club for targeted pupils Work in partnership with HT as above national average of number of families who have involvement with Social</i>	<i>Effective communication with HLTA and SMT Use of CPOMS SMT through pupil progress meetings, classroom observations Safeguarding meetings – conferences, looked after reviews, TAFs End of year results</i>		<i>HLTA provides support working with families alongside HT so 100% of Core Group and TAF meetings are attended despite the high number. 63% of PP pupils subject to TAF/Core Group intervention.  CPOMS fully embedded within school and used by all staff effectively. More effective and timely sharing of information, particularly with PSA who is only on site 10% of week – ensures</i>

	<p><i>CPOMs Safeguarding tracking and monitoring system</i></p> <p><i>£600</i></p> <p><i>Positive Futures Worker employed as part of COL Contribution with other schools in COL 13 for PFW who works with families. This support continues to be valuable to both parents and children, leading many Team Around the Family, Team Around the Child meetings and CAF meetings, involving</i></p>	<p><i>Services, Family Support Workers, Parent Support Advisors, Domestic Abuse Services, Counselling and other related agencies. 67% of PP pupils are vulnerable in terms of social services involvement, TAFs, SEND, PFW. To embed CPOMS into school's daily life; supporting with recording on safeguarding, attendance, incidents with pupils/parents as well as recording SEND information and contact with outside agencies. Reporting feature used to complete reports for Governors etc.</i></p> <p><i>67% of PP pupils are vulnerable in terms of social services involvement, TAFs, SEND, PFW. Families need support for social and emotional issues – their own and that of their children. Historically, PFW has provided excellent support and worked in partnership with school to support families towards more positive outcomes</i></p>	<p><i>Effective communication between staff Effective monitoring and tracking records SMT through pupil progress meetings, classroom observations Safeguarding meetings – conferences, looked after reviews, TAFs End of year results</i></p> <p><i>SMT through meetings in school Safeguarding meetings – conferences, looked after reviews, TAFs End of year results</i></p>	<p><i>consistent reporting and information sharing. Effective support for individual FSM pupils including providing evidence where necessary for referrals and statements.</i></p> <p><i>PFW continues to work closely with families and individual pupils on a needs basis, supporting referrals to outside agencies as well as ongoing support. Attends TAFS. Works individually with pupils in school. Has been vital to support a number of families this year – including financially and with family issues.</i></p>
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	<p><i>outside agencies where appropriate.</i></p> <p><i>£3,000</i></p> <p><i>Marvellous Me</i> <i>Purchase of whole school app Marvellous Me</i></p> <p><i>£550</i></p>	<p><i>Increase Parental Engagement</i> <i>Marvellous Easily will:</i> <i>Tell parents what their children are learning and includes home tips, photos, videos and voice.</i> <i>Award badges Drive positive behaviour and recognise success. Customise badges and add a comment with each one.</i> <i>Message parents Broadcast messages to all parents, or send personal ones. Your details are kept secret and replies locked down.</i> <i>Get insight Track which children are doing well and easily spot those needing help to develop certain skills. See which parents are reading your news and thanking you with 'Hi5s'.</i></p>	<p><i>SMT tracking system in Marvellous Me</i> <i>Discussions with pupils and parents/carers</i></p>	<p><i>Feedback from parents is excellent – feel more informed about what’s happening in classrooms and events going on.</i> <i>Know when children have achieved well so can ask them about it.</i> <i>Has worked extremely well with individual FSM pupils to give and receive immediate positive feedback to parents/carers/other family members where pupils respond positively to Hi 5s coming back from family members as part of agreements, motivating pupils to stay on track.</i></p>
<p><i>F. Increased attendance rates for pupils eligible for PP and to maintain current good attendance.</i></p>	<p><i>£1000 used for prizes and incentives for positive attendance and progress and as a reward for achieving targets set</i></p>	<p><i>We can’t improve attainment for children if they aren’t actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step</i> <i>Individual targets set with prizes has worked positively historically especially in preventing persistent absenteeism</i></p>	<p><i>Headteacher and staff will collaborate to ensure provision and standard school processes work smoothly together</i> <i>Early intervention of a positive and supportive nature</i></p>	<p><i>FSM pupils’ level of absence remains below national.</i> <i>School FSM absence – 7%, slightly above national (2019) of 5.6% and NFSM of 4%.</i> <i>Persistent absentee rate well below national FSM. School FSM PA – 6.9% . National 18.8% (Autumn and Spring terms)</i></p>
<b>Total budgeted cost</b>				<b>£9,650</b>