



The Gordon Children's Academy Pupil Premium Strategy Statement

1. Summary information					
School	The Gordon Children's Academy				
Academic Year	2020/ 2021	Total PP budget	£126,430	Date of most recent PP Review	N/A
Total number of pupils	501	Number of pupils eligible for PP	95	Date for next internal review of this strategy	January 2021

2. Current attainment (from last recorded data drop in February)		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (National Average)</i>
KS1		
% making expected progress in reading	43%	79%
% making expected progress in writing	43%	69%
% making expected progress in maths	71%	81%
KS2		
% making expected progress in reading	58%	77%
% making expected progress in writing	32%	68%
% making expected progress in maths	68%	72%
	2018	2019
Progress in reading	0.78	0.51
Progress in writing	0.66	0.93
Progress in maths	-1.85	1.98



3.Barriers to future attainment & progress (for pupils eligible for PP)

Year Group	%PP	Identified Barriers to Learning for this cohort
6	22%	22% SEND typically presenting with either cognition and learning difficulties or social, emotional and mental health difficulties; greater than average proportion of children had low prior attainment; 12% EAL
5	32%	21% SEND; 20% EAL
4	16%	15% SEND; 25% EAL
3	15%	19% SEND; 11% EAL
2	16%	8% SEND; 19% EAL
1	22%	6% SEND; 6% EAL
R		TBC

In-school barriers (issue to be addressed in school, such as poor oral language skills)

A.	Speech and language, SEND
B.	English as an additional language
C.	Behaviour for learning
D.	Parental engagement
E.	Improve pupils Maths ability and confidence
F.	Attendance, Persistent absence

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

G.	Opportunity for experiences beyond the day to day may limit vocabulary
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A. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Speech and language skills in Foundation Stage are typically lower for pupils eligible for PP than other pupils. The school aims to provide a language rich environment which models and scaffolds quality interactions.	Pupils eligible for PP in Foundation Stage make rapid progress with a greater proportion age related expectation by end of Reception in reading and writing.



B.	Pupils in Reception and Key Stage 1 may have had less exposure to rich language through shared reading experiences and reinforced phonics. High quality phonics teaching will accelerate progress and ensure a greater proportion of pupils meet the expected phonics check standard, thus ensuring they can access reading material at age related expectations.	To increase the percentage of pupils eligible for PP attaining the required standard in the phonics check. To ensure that the majority of Year 2 children who are eligible for PP achieve the required standard in the check retake.
C.	Pupils can display poor emotional intelligence when faced with challenges. This impacts on their readiness to learn and can reduce progress. By raising resilience and developing a positive attitude to learning pupils will be willing to extend and challenge themselves and a greater proportion will be ready at key transition points. Through focussed intervention and outstanding teaching, gaps in learning can be quickly identified and filled, leading to a firm understanding and the opportunity to build upon prior understanding.	Fewer behaviour incidents recorded for these pupils on the school system. Children are better equipped to deal with challenges. Pupils make as much progress as 'other' pupils and where appropriate better than expected progress.
D.	Improve levels of parental support amongst children receiving PP. Ensure disadvantaged children have similar opportunities to their peers. Families within the school may require support with social, emotional and health needs through inclusion.	Parents of children in receipt of PP more willing and confident to support their children's learning at home. Improved attendance of PP parents at adult learning and in-school parent workshops. Support from the inclusion team (attendance, SEND, pastoral manager).
E.	Raise Mathematical self-confidence and skills by small group interventions and 1:1 Support. Effective leadership identifies and adjust support to individual PP pupils based upon the degree of progress made by each student against age related expectations and in termly assessments. Effective teaching to achieve no gaps between PP and non-PP pupils in all core subjects at the end of each key stage.	Improved % achieving age expected and greater depth in line with non-PP children.
F.	By increasing children's attendance, children will benefit from the learning opportunities provided by the school.	Reduce the number of PA among pupils eligible for PP to 10% or below. Over all PP attendance improves to be in line with National averages for all pupils.
G.	Pupils will be given richer learning experiences to broaden and deepen their existing knowledge of the curriculum.	All children will be attending school trips and have equal opportunity for extra-curricular activities.

B. Planned expenditure

Academic year

2020/2021

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/cost	When will you review implementation?
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<p>Access to systematic, high quality interventions to fill gaps in understanding</p>	<p>Pupils will be assessed termly. Outcomes will be tracked by class teacher and SLT. Outcomes will be challenged in termly progress meetings</p> <p>PiXL intervention</p> <p>The school makes effective use of Pixl:</p> <ul style="list-style-type: none"> • PiXL tracking • PiXI CPD • PiXI DTT 	<p>'Improved teacher training and professional development so that all school leaders and classroom teachers understand how to use data and research effectively has been identified by Sutton Trust and EEF as an effective strategy for improving PP achievement.' (EEF)</p> <p>PiXI schools have demonstrated nationally their strategies diminish the disadvantage gap. The children will benefit from highly skilled teachers who can adapt the curriculum effectively so that all pupils are challenged and inspired. Children will be assessed to identify gaps in learning and understanding which are then filled using high quality intervention tools. Systematic tracking of the impact of these interventions means that children go to make good progress in relation to their starting points.</p>	<p>Termly progress meetings Learning walks Book scrutinise, planning and delivery</p> <p>Termly formal observations</p> <p>Attendance at Pixl conference</p> <p>CPD for staff</p> <p>PP children will feature as an agenda item in all meetings and a focus in Pupil Progress meeting.</p>	<p>SLT</p> <p>Cost of whole school PiXL membership</p> <p>Staff training</p>	<p>Termly progress meetings</p> <p>Meeting between HT and SLT</p> <p>Data analysis in line with MAT policy</p> <p>Monitoring of Learning & Teaching</p> <p>Termly intervention tracking</p>
<p>A wide range of learning activities available to extend children's oracy, sporting, performing, artistic and creative.</p>	<p>Well-sequenced whole school 'Thinking Curriculum' based on metacognitive approaches to learning to widen the children's experiences and knowledge. Includes use of specialist teachers.</p>	<p>'A number of systematic reviews and meta-analyses have consistently found strategies related to metacognition and self-regulation to have large positive impacts. Most studies have looked at the impact on English or mathematics, though there is some evidence from other subject areas like science, suggesting that the approach is likely to be widely applicable.' (EEF Toolkit)</p> <p>Through the development of 'Thinking Curriculum Areas' there will be a systematic approach to providing a wide range of</p>	<p>Clear implementation plan for Thinking Curriculum areas which is selected to support the cohort of children within the school</p>	<p>SLT</p> <p>Additional resources and subscriptions £3000</p>	<p>Termly x6 a year through monitoring, observation and pupil focus groups</p>



		opportunities and projects for pupils to benefit from both within and beyond the school day. In addition to wider experiences which will develop vocabulary, there will be enhanced opportunities for collaborative working which will improve outcomes in S & L and impact positively on writing.			
PP pupils make rapid progress to catch up with their peers in Reading and Writing across all year groups	Echo reading strategy within dedicated Guided Reading sessions. Teacher led additional phonics teaching.	<p>‘Students must hear fluent readers begin modelling if they are to understand how they should sound when they read fluently.’ (Miller and Veatch, 2011).</p> <p>“Research has shown that matching speech to print is an underlining skill of a specific word learning” (Jennings, Caldwell, and Lerner, 2014)</p> <p>Echo reading combines these strategies which can lead to enhanced fluency. Greater comprehension can be achieved over time because less of the working memory is being used for decoding.</p>	<p>Termly progress meetings</p> <p>Weekly learning walks</p> <p>Termly formal observations</p> <p>PiXLRA meetings</p> <p>Monitoring of the quality of Teaching triangulated with analysis of data and scrutiny of books will show precise differentiation for pupils in receipt of PP.</p> <p>Training for all staff – teachers and TAs in the teaching of Echo Reading and how to support struggling readers.</p>	<p>SLT</p> <p>English Lead</p> <p>Staff £1500</p>	<p>Termly progress meetings</p> <p>Meeting between HT and SLT</p> <p>Termly x6 a year through monitoring, observation and pupil focus groups</p>
Most able PP pupils are ‘on track’ to exceed expected standards in Reading and Writing					
Access to high quality resources to develop independent learning, including digital technology	Additional learning resources: Times Table Rockstars Spelling Shed Lexia Picture News Charanga	Digital technology will be integrated into lessons to allow a wide range of tasks to be provided, and to encourage learning. Children enjoy using digital technology and will frequently strive for longer when presented with a task in this way. Pupils also benefit from ongoing feedback around how well they are progressing.	Pupils regularly asked for ideas about how to spend funding – School Council/ Pupil voice team Teachers and TAs made aware of apps available to support different areas of need (i.e. spelling, memory, times tables)	AHTs Budget holders Annual subscription s: £4250	Information from regarding usage of apps programmes collected termly and used alongside other data methods to measure impact of intervention or programme



		<p>'There is clear evidence that digital technology approaches are more beneficial for writing and mathematics practice than spelling and problem solving, and there is some evidence that they are more effective with young learners (EEF Toolkit)</p>			
<p>Parental Workshops will be available as part of an inclusive school environment to support the needs of our parents/ carers.</p>	<p>To enable all parents to attend parents' evenings to discuss their child's progress a crèche will be provided.</p> <p>Parental workshops for RWM in years 1-6 to support independent learning at home.</p> <p>Parental workshops for:</p> <ul style="list-style-type: none"> • Phonics in EYFS/KS1 to support reading at home • Times tables in LKS2 • SATs preparation for UKS2 • Triple P • SEND coffee morning 	<p>'Two recent meta-analyses from the USA suggested that increased parental engagement in primary school had on average two or three-month positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings.' (EEF)</p> <p>'In this complex world, it takes more than a good school to educate children. And it takes more than a good home. It takes these two major educational institutions working together.' (Dorothy Rich)</p> <p>Parents will be valued partners in the education system ensuring that inclusion is a way of thinking and acting that allows every individual to feel accepted, valued and safe. An inclusive school consciously evolves to meet the changing needs of parents/ carers and equal access to the benefits of the children's education.</p>	<p>Parents regularly asked to attend workshops to support different areas of need including:</p> <p>RWM skills</p> <p>Awareness of the curriculum</p> <p>Ways to support at home</p> <p>Access to support from outside agencies (sleep, healthy diet, etc)</p>	<p>SLT</p> <p>SENCO</p> <p>Pastoral lead</p> <p>Outside agencies</p>	<p>Monitor parental engagement activities</p> <p>Parental voice surveys and questionnaires</p>



<p>EYFS low baseline /vocabulary on entry to school Transition to year 3 affecting progress</p>	<p>Children baselined within first 3 weeks of term 1 so gaps in learning, emotional development are identified and interventions can be put in place to close gaps</p> <ul style="list-style-type: none"> • Booster sessions • 1:1 sessions • SALT support <p>Transitions start from January 2020 with visits to local nurseries and feeder infant schools. Moderation ongoing throughout the year.</p>	<p>Children will be assessed to identify gaps in learning and understanding which are then filled using high quality intervention tools. Systematic tracking of the impact of these interventions means that children go to make good progress in relation to their starting points.</p>	<p>Termly progress meeting Termly progress meetings Weekly learning walks planning and delivery PiXL RA meetings</p> <p>Termly formal observations</p> <p>Planned moderation meetings across trust and with feeder schools/ nurseries.</p>	<p>SLT</p>	<p>Termly progress meetings</p> <p>Meeting between HT and SLT</p> <p>Meetings with feeder schools and nurseries to ensure transitional programmes are accurate for needs of new starters.</p>
<p>Children in the EYFS and KS1 will have access to high quality language and communication activities through a high staff:child ratio</p>	<p>High number of skilled practitioners alongside the effective continuous provision will mean children hold meaningful, high quality conversations with skilled practitioners more frequently</p>	<p><i>'Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. Communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children's spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. interaction'. (EEF)</i></p> <p>Through careful analysis of data and reports teachers can clearly identify the needs of individual pupils and focus on individual needs. Where more focused support is needed, this will be identified early and support provided effectively.</p>	<p>All new members of staff will be trained in effective interactions with adults</p>	<p>SLT</p>	<p>Use of Tapestry/ SeeSaw to track progress and interactions</p> <p>Monitoring of Learning & Teaching</p> <p>Termly intervention tracking</p>



<p>Improve the proportion of good and outstanding teaching and learning across the school through coaching and mentoring.</p>	<p>Whole school structured coaching programme to learn from others successes. Layered approach to Continued Professional Learning (CPL) through dedicated and specific training</p> <p>Coaching and mentoring to develop effective subject leaders under the 'Thinking Curriculum'.</p>	<p>'Feedback studies tend to show very high effects on learning. However, it also has a very high range of effects and some studies show that feedback can have negative effects and make things worse. It is therefore important to understand the potential benefits and the possible limitations of feedback as a teaching and learning approach. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', also tend to have a positive impact.' (EEF)</p> <p>The children will benefit from highly skilled teachers who can adapt the curriculum effectively so that all pupils are challenged and inspired.</p>	<p>CPL document produced and followed which sets out cycle of CPL ELT members will be given release time which will be monitored for effectiveness through checks of the quality of teaching and opportunities provided for the children.</p> <p>PP children will feature as an agenda item in all meetings and a focus in Pupil Progress meeting.</p>	<p>ELTs £15000</p>	<p>In-school cycle of monitoring of the effectiveness of teaching and learning.</p>
<p style="text-align: right;">Total budgeted cost</p>					<p>£82,000</p>



i. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>PP children attend school in line with their peers. PA reduces.</p> <p>Pupils and families with low attendance/high persistence absence levels are supported and challenged</p>	<p>Subsidised breakfast club to enable low income families to continue working.</p> <p>Attendance Officer and Pastoral Manager to carry out home visits</p> <p>Supply of uniform and toiletries (including feminine hygiene products) housed in school for children who do not have that support at home.</p>	<p>If children are in school, they can learn. PP children with poor attendance last year performed significantly below peers in school</p> <p>Home visits will enable the school to identify if early help referrals are needed.</p> <p>Uniform and toiletries remove barriers for children being able to socialise with their peers.</p>	<p>Termly attendance reports are provided for SLT for PP to review the attendance.</p> <p>Weekly attendance reports are provided for PP children, any concerns are discussed at the fortnightly safeguarding and attendance meetings.</p> <p>Close communication between TAs, teachers and HT to track pupils with concerning attendance and/or punctuality. HT to address concerns with parents and develop action plan as necessary Introduce sticker rewards</p>	<p>Attendance Officer</p> <p>Deputy head teachers</p> <p>Pastoral lead</p> <p>Trust Attendance officer</p> <p>PP lead</p>	<p>Fortnightly meeting at safeguarding and attendance meetings.</p> <p>Weekly meeting with Attendance Officer and Trust Officer</p>



<p>Pupils make at least expected progress from their starting points and in some cases accelerated progress</p>	<p>TA support in class and interventions</p>	<p>To make planned support more precise in order: -To develop individual TAs knowledge and skill within a given area so that they become 'experts in their field'. 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting) -To enable the consolidation of learning completed in classes – time for practise and application of skills -To pre-teach skills so pupils are prepared for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in GPaS and maths calculation strategies and terminology -To prioritise reading with TAs if pupils are unable to read at home -To ensure that pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress</p>	<p>Teacher and SENCO review – careful planning of interventions to be completed each half term/phase</p> <p>TAs complete impact statements to provide evidence of outcomes and plan for next steps- provision map writer</p> <p>SENCO observe interventions and provide feedback regarding strategies, next steps, resources</p> <p>Clear communication between teachers and TAs- expectations within lessons TA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre-teaching and consolidation of learning</p>	<p>Inclusion manager and PP lead</p>	<p>Triangulation of TAs Blue Sky x3 times a year reviewing impact on outcomes, intervention monitoring, pupil progress and data, observations and learning walks.</p>
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<p>PP pupils emotional needs are met to enable learning</p>	<p>Dedicated emotional support</p>	<p>To provide dedicated time and support (1:1 and group) to help build pupils emotional development. To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom Use of school based Emotional Literacy Support Assistant.</p>	<p>Clear protocols in place to ensure pupils are referred to the Inclusion team Regular opportunities for ELSA to feedback to relevant staff and parents</p>	<p>Inclusion manager ELSA Pastoral lead</p>	<p>Pupil voice; child individual observations focusing on behaviour for learning</p>
<p>PP children who are also EAL are supported appropriately with their acquisition and understanding of written and spoken English</p>	<p>EAL interventions and family support</p>	<p>EAL children accurately identified and access PP funding where appropriate Information provided to parents in their own language where needed EAL children receive additional support and interventions where needed EAL children improve their English language acquisition through 1:1/ small group work Create an EAL lead</p>	<p>Audit the EAL register Provide support for class teacher and TAs for quality of provision Provide each child with individual language targets Attend parent meetings when needed Set up and monitor interventions- evaluate impact</p>	<p>EAL Lead Inclusion team CTs AHTs</p>	<p>Inclusion meetings Data x6 times a year</p>
<p>Provide emotional and practical support for families so that children's learning is not interrupted due to family difficulties and children are well-supported</p>	<p>Pupils known to Children's and family services</p>	<p>To provide practical and emotional support to pupils and families to help minimize risk of significant harm</p>	<p>To provide children with a safe environment and trusted adult to express their wishes and feelings 1:1 emotional first aid Ensure parents are signposted/referred to relevant supporting agencies and groups Attend all pupil meetings facilitated by Children's services</p>	<p>Pastoral lead DSL Inclusion lead</p>	<p>Data x6 times a year provision map writer</p>



<p>Effective use of the inclusion team to support the varying needs displayed by PP pupils</p>	<p>Release time needed to enable training, attendance at meetings and activities</p> <p>TA professional development Appointment of additional TA apprentices to support identified key vulnerable pupils</p> <p>Subsidised educational trips and visitors</p> <p>Educational Psychologist support brought in for identified children through inclusion team</p> <p>Use of the inclusion hub and team to have an around the child approach</p>	<p>To provide practical and emotional support to pupils and families to help minimize risk of significant harm</p> <p>High quality teaching and learning will support specific pupils in eradicating gaps in understanding. From these points they will make accelerated progress from their starting points</p> <p>Educational visits subsidised pupil premium children have a rich bank of experiences to support their ideas in writing, arts etc</p>	<p>To provide children and families with the support needed to ensure their child can access learning and make progress within their levels.</p> <p>To ensure the inclusive environment focuses on a around the child approach.</p>	<p>Pastoral manager/ DSL Attendance officer Deputy head Teachers Inclusion Manager</p>	<p>Termly progress meetings</p> <p>Meeting between HT and SLT</p> <p>Inclusion team meetings twice per term</p> <p>Data x6 times a year provision map writer</p>
Total budgeted cost					£27,400

ii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>School community is focused on improving outcomes for children in receipt of PP and there is collective responsibility for this.</p>	<p>PP council with representing perspectives from across the school community</p>	<p>Through a shared understanding and ongoing discussion, the needs of the children in receipt of PP can be reviewed and improved. Stakeholders will be able to contribute so that a cohesive approach is developed.</p>	<p>Council minutes with projects planned and monitored effectively</p>	<p>DHT</p>	<p>January</p>



<p>Pupil Premium children are championed by a designated Senior Leader (Assistant headteacher) who is part of the school's inclusion team resulting in improved sustained attendance and improved progress academically, socially and emotionally</p>	<p>AHT championed as pupil premium champion</p> <ul style="list-style-type: none"> • Personally knows the children • Tracks attendance weekly • Track progress termly and weekly • Monitor quality of teaching for PP children are their needs being met? • Build positive relationships with parents 	<p>Attendance for PP children is poor, progress and attainment is poor.</p> <p>Outstanding schools for pupil premium identify a strong pastoral support team who know the child and build positive relationships with the family. (Vauxhall, burnt Ash, Harehills).</p>	<p>Inclusion team meetings twice per term</p> <p>Termly progress meetings</p> <p>Weekly learning walks/book scrutinise looking at planning and delivery</p> <p>Termly formal observations</p> <p>Meetings between HT and AHT</p>	<p>AHT</p> <p>Inclusion team</p>	<p>Termly progress meetings</p> <p>Meetings between HT and AHT</p> <p>Inclusion team meetings twice per term</p>
<p>To engage parents in supporting their child's learning</p>	<p>Highly quality parent workshops in key areas throughout the year</p>	<p>To enable families to provide support for their children at home</p>	<p>Create a parent workshop schedule Provide parents with information regarding expectations and progress Facilitate parent workshops</p>	<p>AHTs</p> <p>Subject leaders</p>	<p>X3 a year – QA through parent voice</p>
<p>Those that are disadvantaged receive enrichment to widen their experiences</p>	<p>Funding for extracurricular activities/ Funding for school trips/ Breakfast Club</p>	<p>Social skills are developed through participation in a range of clubs provided by the school or external providers. Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities. Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence. Pupils are able to participate fully in school trips and residential trips Learning is supported by trips that are carefully planned to enhance the school's curriculum. Social skills, independence, perseverance and team-work are developed through participation in group activities– to promote good attendance and punctuality. Pupils have time to complete homework tasks if unable to do at home.</p>	<p>DHT make termly analysis of number of pupils who have taken part in clubs, Staff to talk to children/parents about possible interests and available clubs, Teachers made aware of funding available – can approach parents if appropriate, Inform parents of PP pupils that breakfast club could be available at no cost (encourage pupils to attend), Liaise with class teachers so TAs aware of homework that requires completion – if appropriate</p>	<p>DHT</p> <p>HT</p>	<p>Termly enrichment attendance and analysis Parent's evening attendance analysis x2 a year</p>



Total budgeted cost £17,030

Impact of expenditure

Academic year 2019/2020

iii. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Impact
<p>PP attainment/ progress tracking and monitoring is robust and used to inform subsequent provisions (leaders at all levels)</p>	<p>Pupils will be assessed termly. Outcomes will be tracked by class teacher and SLT. Outcomes will be challenged in termly progress meetings</p> <p>The school will join Pixl</p> <ul style="list-style-type: none"> • PiXL tracking • PiXI CPD • PiXI DTT 	<p>Rationale: Pupil premium children in school perform below their peers in attainment and progress. Although the gap has diminished in places it has not closed and is not closing fast enough in RWM. This is linked to quality of teaching.</p> <p><i>‘Improved teacher training and professional development so that all school leaders and classroom teachers understand how to use data and research effectively has been identified by Sutton Trust and EEF as an effective strategy for improving PP achievement.’ (EEF)</i></p> <p>PiXI schools have demonstrated nationally their strategies diminish the disadvantage gap. The children will benefit from highly skilled teachers who can adapt the curriculum effectively so that all pupils are challenged and inspired.</p>	<p>Pupil premium champion created a monitoring document to review progress from each child at termly assessments. Different strategies were shared with staff to support children in making accelerated progress.</p> <p>This approach will continue using PiXL analysis and groupings to target specific pupils and their learning gaps. Existing staff used for intervention sessions.</p> <p>An SLT member focusing on PP ensured this group of children were a focus throughout the year in SLT and pupil progress meetings. This approach will continue but a tighter focus on monitoring impact of interventions and funding on pupil progress is expected.</p> <p>Data is from last data drop (February 2020) available since the school closures due to Covid 19.</p> <p>Teachers monitored the home learning that took place during the lockdown. Inclusion manager, pastoral manager and school office provided paper copies and support for parents during the lock down to ensure children could continue to access the home learning. The use of teacher instructed videos supported parents that struggled with supporting the home learning due to their own learning needs.</p>



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<p>PP pupils make rapid progress to catch up with their peers in RWM across all year groups</p> <p>Most able PP pupils are 'on track' to exceed expected standards in RWM</p> <p>Teachers will take ownership of data for pupils in receipt of PP and be able to use this to plan effectively.</p>	<p>Staff release time to attend CPD, coach colleagues.</p> <p>Additional TAs to enable targeted in class and out of class interventions.</p>	<p>Rationale: Pupil premium children in school perform below their peers in attainment and progress. Although the gap has diminished in places it has not closed and is not closing fast enough in RWM. This is linked to quality of teaching.</p> <p><i>'There is some evidence that reducing class sizes is more likely to be effective when accompanied by professional development for teachers focusing on teaching skills and approaches. Some evidence suggests slightly larger effects are documented for lower achievers and, for very young pupils, those with lower socio-economic status. Smaller class sizes may also provide more opportunities for teachers to develop new skills and approaches.'</i> (EEF).</p>	<p>By the end of Spring 1, 48% of PP pupils made expected or accelerated progress.</p> <p>Year 6 had an additional class for core subjects to support learning and progress up to Spring 1.</p> <p>Interventions were planned to plug the gaps in learning and attainment. This approach will continue into the new academic year to ensure PP children can make rapid progress but a tighter focus on monitoring impact of interventions and funding on pupil progress is expected.</p> <table border="1"> <thead> <tr> <th rowspan="2">Year 6 outcomes</th> <th colspan="2">Expected +</th> </tr> <tr> <th>PP</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>52.9%</td> <td>79%</td> </tr> <tr> <td>Writing</td> <td>64.7%</td> <td>82%</td> </tr> <tr> <td>Maths</td> <td>76.5%</td> <td>90%</td> </tr> <tr> <td>Combined</td> <td>35.3%</td> <td>65%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th rowspan="2">Year 2 outcomes</th> <th colspan="2">Expected +</th> </tr> <tr> <th>PP</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>43%</td> <td>79%</td> </tr> <tr> <td>Writing</td> <td>43%</td> <td>69%</td> </tr> <tr> <td>Maths</td> <td>71%</td> <td>81%</td> </tr> </tbody> </table>	Year 6 outcomes	Expected +		PP	All	Reading	52.9%	79%	Writing	64.7%	82%	Maths	76.5%	90%	Combined	35.3%	65%	Year 2 outcomes	Expected +		PP	All	Reading	43%	79%	Writing	43%	69%	Maths	71%	81%
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			*Data provided from last data drop prior to Covid19 school closures
<p>Access to systematic, high quality intervention to fill gaps in understanding. Raise self-esteem by small group interventions and pastoral support</p>	<p>Teachers deliver targeted interventions rather than teaching assistants (before, after, weekends and holidays)</p> <p>Pixl interventions</p>	<p>Children will be assessed to identify gaps in learning and understanding which are then filled using high quality intervention tools. Systematic tracking of the impact of these interventions means that children go to make good progress in relation to their starting points.</p>	<p>Interventions were planned to plug the gaps in learning and attainment. This approach will continue into the new academic year to ensure PP children can make rapid progress but a tighter focus on monitoring impact of interventions and funding on pupil progress is expected.</p> <p>Inclusion manager and inclusion team created resources to support all SEND learning areas to support children that were struggling to access all their year group home learning. A large emphasis was placed on social, emotional and mental health difficulties and communication and interaction interventions and activities that could be completed at home. Pastoral manager ensured vulnerable PP children were contacted regularly for extra support and check ins.</p>
<p>Parental Workshops</p>	<p>To enable all parents to attend parents' evenings to discuss their child's progress a crèche will be provided.</p> <p>Parental workshops for RWM in years 1-6 to support independent learning at home.</p>	<p>Rationale: Pupil premium children in school perform below their peers in attainment and progress. Although the gap has diminished in places it has not closed and is not closing fast enough in RWM. This is linked to quality of teaching.</p> <p>‘Two recent meta-analyses from the USA suggested that increased parental engagement in primary school had on average two or three-month positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings.’ (EEF)</p>	<p>Parents with younger siblings were able to attend parents' evenings due to specific spaces for younger children in each classroom. Staff encouraged PP pupil parents to attend meetings</p> <p>Phonic workshops were held weekly for parents to learn segmenting and blending skills and the process of the phonics check. Year 1 Phonics check meeting to discuss what the expectations of the children. Year 2 SATs parent workshop was held to discuss the SATs and teacher assessments. Year 4 had a MTC parent workshop to share strategies to learn times tables and learn about the MTC check. More parental workshops planned for next year.</p>



<p>Children in the EYFS will have access to high quality language and communication activities through a high staff:child ratio</p>	<p>Staff numbers in EYFS will enable children to experience quality conversation and modelled communication within the setting. Through a well-thought through curriculum which is matched to the individual children's needs, children will make good progress in Communication and Language skills. Training will be provided to ensure all staff have a high level of understanding around curriculum development and opportunities for modelling language in the EYFS.</p>	<p>'Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. Communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children's spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. They also include approaches more directly aimed at developing thinking and understanding through language, such as 'sustained shared thinking' or 'guided interaction'. Approaches usually involve an early years professional, nursery teacher or teaching assistant, who has been trained in the approach, working with a small group of children or individually to develop spoken language skills. (EEF)</p>	<p>Data from Spring 1 shows the number of PP children on track for ELG in specific learning areas: 62.5% of PP children on track for ELG of listening and attention. 50% of PP children on track for ELG for understanding. 75% of PP children on track for ELG for speaking.</p> <p>Monitoring of teaching and learning in EYFS specifically comments on the quality of interactions child:child and adult:child.</p> <p>Home learning continued to ensure children had access to videos of the class teacher and opportunities to share home learning on Tapestry with staff. Children were challenged with next steps to continue to allow for good progress.</p>
Total budgeted cost			£82,000



iv. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Impact									
<p>Decreased PP persistent absence than in 2018-19 and attendance in line with national average and non-PP children in school</p> <p>Pupils and families with low attendance/high persistence absence levels are supported and challenged</p>	<p>Subsidised breakfast club to enable low income families to continue working.</p> <p>Attendance Officer and Pastoral Manager to carry out home visits</p> <p>Supply of uniform and toiletries housed in school for children who do not have that support at home.</p>	<p>Rational:</p> <p>If children are in school, they can learn. PP children with poor attendance last year performed significantly below peers in school</p> <p>Home visits will enable the school to identify if early help referrals are needed.</p> <p>Uniform and toiletries remove barriers for children being able to socialise with their peers.</p>	<p>Overall attendance for pupils during the academic year 2019-2020.</p> <table border="1" data-bbox="1294 319 2136 422"> <thead> <tr> <th></th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Junior</td> <td>88.3%</td> <td>92.1%</td> </tr> <tr> <td>Infants</td> <td>89.3%</td> <td>89.7%</td> </tr> </tbody> </table> <p>Attendance was affected due to Covid19 school closures. However, PP children’s attendance is only 0.4% lower in the Infants and 3.8% lower in the juniors. Juniors will need to be monitored in the upcoming academic year.</p>		PP	Non PP	Junior	88.3%	92.1%	Infants	89.3%	89.7%
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<p>Identified students with complex needs and implement support plans</p>	<p>0.25 Pastoral Leader's time and Attendance Officer time to work with children and families who need support (mainly PP)</p>	<p>To provide practical and emotional support to pupils and families to help minimise risk of significant harm</p>	<p>Behaviour of children whose learning may be disrupted is good. Pupil voice shows they know where/who to come to if they need support. Pupils report they feel safe in school.</p>																															
<p>Raise mathematical self-confidence and skill by small group interventions and 1:1 support</p>	<p>2 TAs to complete Maths mastery training to enable bespoke support with identified children.</p> <p>Teachers part of NCETM Maths Mastery Hub, bespoke training to deliver to staff to support whole school approach to Maths Teaching using Whiterose model</p> <p>PiXL afterschool boosters for Year 6 pupils Knowledge organisers created for 5/6 to support independent learning</p> <p>Maths workshop held for Years 2 and 6 parents to enable them to support their child at home</p>	<p>Rational: Maths has seen the least amount of progress in improvement across the school in the last 2 years.</p> <p>Improved teacher training and professional development so that all school leaders and classroom teachers understand how to use data and research effectively has been identified by Sutton Trust and EEF as an effective strategy for improving PP achievement</p> <p>The NCETM's work in advocating teaching for mastery, and in supporting Maths Hubs as they help schools implement such an approach, is largely based on the way maths has been successfully taught in East Asia, most notably, but not exclusively, Shanghai, China.</p>	<p>PiXL afterschool boosters were held for focus children to develop the children's maths skills and to plug gaps in learning.</p> <p>Year 6 teachers held parents meetings to reflect on the gap analysis of practice SATs tests to identify gaps in learning and ways to support further at home as well as interventions that will be provided at school.</p> <p>Staff becoming more confident in the teaching of Maths using the Whiterose model. Further development continuing in new academic year and via the 'Thinking Academically' curriculum.</p> <table border="1" data-bbox="1294 724 1727 970"> <thead> <tr> <th rowspan="2">Year 6 outcomes</th> <th colspan="2">Expected +</th> </tr> <tr> <th>PP</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>52.9%</td> <td>79%</td> </tr> <tr> <td>Writing</td> <td>64.7%</td> <td>82%</td> </tr> <tr> <td>Maths</td> <td>76.5%</td> <td>90%</td> </tr> <tr> <td>Combined</td> <td>35.3%</td> <td>65%</td> </tr> </tbody> </table> <table border="1" data-bbox="1294 1007 1727 1214"> <thead> <tr> <th rowspan="2">Year 2 outcomes</th> <th colspan="2">Expected +</th> </tr> <tr> <th>PP</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>43%</td> <td>79%</td> </tr> <tr> <td>Writing</td> <td>43%</td> <td>69%</td> </tr> <tr> <td>Maths</td> <td>71%</td> <td>81%</td> </tr> </tbody> </table> <p>*Data provided from last data drop prior to Covid19 school closures</p>	Year 6 outcomes	Expected +		PP	All	Reading	52.9%	79%	Writing	64.7%	82%	Maths	76.5%	90%	Combined	35.3%	65%	Year 2 outcomes	Expected +		PP	All	Reading	43%	79%	Writing	43%	69%	Maths	71%	81%
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<p>Targeted support for PP children</p>	<p>Release time needed to enable training, attendance at meetings and activities</p> <p>TA professional development</p> <p>Appointment of additional TA apprentices to support identified key vulnerable pupils</p> <p>Subsidised educational trips and visitors</p> <p>Educational Psychologist support brought in for identified children through inclusion team</p> <p>Creation of the inclusion hub and team to have an around the child approach</p>	<p>Rational:</p> <p>To provide practical and emotional support to pupils and families to help minimize risk of significant harm</p> <p>High quality teaching and learning will support specific pupil sin eradicating gaps in understanding. From these points they will make accelerated progress from their starting points</p> <p>Many schools identified for outstanding pupil premium impact take the approach of employing extra staff to ensure in the event of illness/staff CPD there is continuity in teaching and expectations. This reduces the need for external supply, which benefits all children and impacts positively on their emotional wellbeing as well as their academic achievements (Vauxhall primary school, Harehills primary).</p> <p>Educational visits subsidised pupil premium children have a rich bank of experiences to support their ideas in writing, arts etc</p>	<p>Teaching staff were provided release time to observe outstanding practitioners to highlight strategies to support accelerated progress and teaching and learning in the classroom.</p> <p>ELSA support was provided to identified children. The emotional support was beneficial in supporting some PP children to access their learning.</p> <p>The in school review process was used to discuss highlighted children with educational psychologists. Strategies were shared to support the children, families and staff with the children’s ability to access learning. The review of the ISR focused on the impact of suggested strategies and what needed to continue to be implemented.</p> <p>Inclusion hub and Oasis club became a safe, functional and supportive space for children to speak to adults and have some quiet space.</p> <p>Inclusion manager and inclusion team created resources to support all SEND learning areas to support children that were struggling to access all their year group home learning. A large emphasis was placed on social, emotional and mental health difficulties and communication and interaction interventions and activities that could be completed at home. Pastoral manager ensured vulnerable PP children were contacted regularly for extra support and check ins.</p>
			<p style="text-align: right;">Total budgeted cost £27,400</p>

v. Other approaches			
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Impact



<p>School community is focused on improving outcomes for children in receipt of PP and there is collective responsibility for this</p>	<p>PP council with representing perspectives from across the school community</p>	<p>Through a shared understanding and ongoing discussion, the needs of the children in receipt of PP can be reviewed and improved. Stakeholders will be able to contribute so that a cohesive approach is developed.</p>	<p>PP council initiated in Term 3 with new Pupil Premium Champion to identify area of community support which could broaden children's experiences. These experiences will be incorporated into the Thinking Curriculum Areas and planned for as part of an enriching curriculum and the PP council developed further with the whole school re-openings in September 2020.</p> <p>Staff fully aware of PP children in their class and aim to support them fully with differentiated learning, interventions, booster groups, extra-curricular activities. Discussions during Pupil Progress Meetings highlighted further strategies to support PP children to make progress. This is to continue into the new academic year and will be vital to ensure PP children make accelerated progress in the new year.</p> <p>High quality art resource packs were created by the Trust and handed out to children during the Covid19 school closures to ensure children had access to materials for artistic outlets and to support social, emotional and mental health needs.</p>
<p>Pupil Premium children are championed by a designated Senior Leader (Assistant head teacher) who is part of the school's inclusion team resulting in improved sustained attendance and improved progress academically, socially and emotionally</p>	<p>AHT championed as pupil premium champion</p> <ul style="list-style-type: none"> • Personally knows the children • Tracks attendance weekly • Track progress termly • Monitor quality of teaching for PP children are their needs being met • Build positive relationships with parents 	<p>Rational:</p> <p>Attendance for PP children is poor, progress and attainment is poor.</p> <p>'Outstanding schools for pupil premium identify a strong pastoral support team who know the child and build positive relationships with the family.' (Vauxhall, burnt Ash, Harehills).</p>	<p>Pupil premium champion created a monitoring document to review progress from each child at termly assessments. Different strategies were shared with staff to support children in making accelerated progress. This approach will continue using PiXL analysis and groupings to target specific pupils and their learning gaps. Existing staff used for intervention sessions.</p> <p>An SLT member focusing on PP ensured this group of children were a focus throughout the year in SLT and pupil progress meetings. This approach will continue but a tighter focus on monitoring impact of interventions and pupil voice is expected. Use of the Inclusion team and PP council will reflect and feed into future support.</p> <p>Inclusion manager and inclusion team created resources to support all SEND learning areas to support children that were struggling to access all their year group home learning. A large emphasis was placed on social, emotional and mental health difficulties and communication and interaction interventions and activities that could be completed at home. Pastoral manager ensured vulnerable PP children were contacted regularly for extra support and check ins.</p>



Total budgeted cost	£4000
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