

# Pupil Premium Strategy 2019/20

The Rivers C of E Academy Trust  
Academy Vision for the Pupil Premium Grant

As with every child in our care, a child who is eligible for the Pupil Premium Grant is valued, respected and entitled to develop to his or her full potential, irrespective of need. The PP grant is used on approaches shown to be effective in improving the achievement and opportunities for disadvantaged pupils. This echoes our mission statement, 'Love – Learn - Live'.



**School Improvement Plan Priority** To diminish the difference in attainment for disadvantaged pupils in reading, writing and maths.

## 1. Summary information

<b>School</b>	Burlish Park Primary School Stourport-on-Severn DY13 8LA				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£86,970.00	<b>Date of most recent PP Review</b>	Jan 18 <small>Revised October 2018</small>
<b>Total number of pupils</b>	435	<b>Number of pupils eligible for PP</b>	60 (14%)	<b>Date for next internal review of this strategy</b>	October 2019

## 2. Current attainment and Progress Measures from 2017/8

Year 6 <b>11 children (1 child = approx. 9%)</b>	<i>Pupils eligible for PPG Burlish Park Primary</i>	<i>Pupils not eligible for PPG National Average (National Other 2019)</i>
	<i>EO KS2</i>	
% achieving at least the expected standard in R, W and M	<b>9%</b>	<b>71%</b>
% achieving scaled score of 100+ in Reading	<b>18%</b>	<b>78%</b>
% achieving scaled score of 100+ in Writing	<b>73%</b>	<b>83%</b>
% achieving scaled score of 100+ in Grammar, Spelling and Punctuation	<b>55%</b>	<b>83%</b>
% achieving scaled score of 100+ in Maths	<b>45%</b>	<b>84%</b>
% achieving a high scaled score in Reading	<b>9%</b>	<b>31%</b>
% achieving Greater Depth in Writing	<b>9%</b>	<b>24%</b>
% achieving high scaled score in Grammar, Spelling and Punctuation	<b>0%</b>	<b>41%</b>
% achieving high scaled score in Maths	<b>9%</b>	<b>31%</b>
<b>Progress Measure for Reading</b>		
<b>Progress Measure for Writing</b>		
<b>Progress Measure for Maths</b>		



Year 2 = <b>7 children</b> 1 child = 14%	<i>Pupils eligible for PPG            Burlish Park Primary</i>	<i>Pupils not eligible for PPG            National Average            (National Other 2019)</i>
<b>% achieving at least expected standard in R, W and M</b>	<b>43%</b>	
<b>% achieving at least the expected standard in Reading</b>	<b>71%</b>	78%
<b>% achieving at least the expected standard in Writing</b>	<b>57%</b>	73%
<b>% achieving at least the expected standard in Maths</b>	<b>57%</b>	79%
<b>% achieving Greater Depth in Reading</b>	<b>14%</b>	28%
<b>% achieving Greater Depth in Writing</b>	<b>0%</b>	17%
<b>% achieving Greater Depth in Maths</b>	<b>0%</b>	24%
<b>% achieving Greater Depth in Reading, Writing and Maths</b>	<b>0%</b>	
Year 1 Phonics <b>5 children.</b> 1 child = 20%		
<b>% achieving the expected standard</b>	<b>60%</b>	84%
Year 2 Phonics Retake (2 children)		
<b>% achieving the expected standard</b>	<b>50%</b>	
EYFS <b>4 children.</b> 1 child = 25%		
<b>% achieving a good level of development</b>	<b>25%</b>	



<b>3. Barriers to future attainment (for pupils eligible for the PPG)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Reading comprehension skills such as retrieval, inference and making comparisons	
<b>B.</b>	Speech and Language – development of oracy/use of vocabulary	
<b>C.</b>	Social and emotional needs of the pupils eligible for the PPG.	
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)		
<b>D.</b>	Attendance of pupils eligible for the PPG. (Attendance for <b>2018/19 was</b> 95.89% 2017/18 95.72%, 2016/17 95.38%, 2015/16 95.23% and 2014/15	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Increase the number of disadvantaged children reaching ARE at the end of each academic year in reading.	At least expected or accelerated progress for pupils eligible for PPG in reading; resulting in increased % of pupils eligible for the PPG achieving scaled score of 100+ and achieving at least expected progress from KS1 to the end of KS2.
<b>B.</b>	Develop oracy and language skills to enable children to communicate effectively in order to have impact on outcomes in reading and writing.	Staff are able to support children's language and communication needs within the classroom. Children are developing a rich vocabulary which supports their writing across the curriculum. At least expected or accelerated progress for pupils eligible for the PPG in reading and writing resulting in increased % of pupils achieving or exceeding ARE.
<b>C.</b>	The social and emotional needs for pupils eligible for the PPG are identified/assessed and provision in place to meet these needs.	Pupils eligible for the PPG have the most suitable provision/intervention/support/staffing to enable them to make progress and develop their specific social and emotional needs to ensure readiness for learning.
<b>D.</b>	Increasing attendance rates for pupils eligible for the PPG.	Improved attendance of the pupils eligible for the PPG – attendance to be in line with Non PP.



5. Planned expenditure			
Academic year		2019/20	
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies			
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? When and who will review the implementations and impact?
<p><i>Increase the number of disadvantaged children reaching ARE at the end of each academic year in reading.</i></p>	<p>Promoting a love of reading across the whole school</p> <p>Reading assemblies</p> <p>Story telling sessions</p> <p>Readathon</p> <p>Accelerated Reading Programme</p> <p>KS2 60 second reads</p> <p>SIA days focus on reading skills</p> <p>Therapy dogs to hear reluctant readers</p> <p>Book fair</p> <p>Progression of reading skills building on phonics acquisition</p> <p>Reading into writing embedded</p> <p>Non-negotiables</p> <p>Reading challenges</p> <p>Readathon</p>	<p>Developing a love of reading can be more important for a child's educational success than their family's socio-economic background.</p> <p>Organisation for Economic Co-operation and Development (OECD) 2002</p> <p>Young people who enjoy reading very much are three times as likely to read above the level expected for their age as young people who do not enjoy reading at all. Children's and Young People's Reading in 2015, National Literacy Trust, 2016</p> <p>Research also shows that reading for pleasure has a positive impact on children's attainment in reading assessments.<sup>2</sup> Children who read for pleasure have enhanced levels of text comprehension, an increased knowledge of grammar and show improvement in their writing. Research has found children who read often at the age of ten perform better than their peers in tests of spelling, vocabulary and even mathematics when tested at the age of sixteen</p>	<p>Headteacher, Pupil Premium Lead and Middle Leaders monitoring provision and assessment of impact – book trawls/learning walks/live trawls with the pupils/timetables/planning/interventions/attainment and progress.</p> <p>Performance Management targets.</p> <p>Termly Formal Lesson Observations.</p> <p>Termly/half termly Pupil Premium Progress Meetings/Reviews with year groups, phase leaders, Pupil Premium lead and SENCO.</p> <p>CPD for teachers and TAs.</p> <p>Time will be allocated during Teaching and Learning meetings and through teacher release time to ensure the key messages are shared/CPD is accessed.</p> <p>Termly SIB monitoring visits and regular reports to SIBs during meetings.</p> <p>Monthly meetings with the Pupil Premium Team to include Headteacher, Pupil Premium lead, Pastoral Lead, TAs and SIB members.</p>



	<p>Bottom 20% of readers in every cohort are reading in school daily</p> <p>School and class libraries to be well resourced</p> <p>Narrative pack and word aware embedded in the classroom</p> <p>60 second comprehension tasks daily and written comprehension questions weekly</p> <p>English lead to carry out phonic training for teachers and teaching assistants across the school</p> <p>CPD on Accelerated Reader to be led by Middle Leader</p>	<p>.3 They also have more positive attitudes towards reading than their peers.</p> <p style="text-align: center;">Building an Outstanding Reading School  <a href="http://www.oxfordprimary.co.uk">www.oxfordprimary.co.uk</a></p> <p>Significant improvement Findings of the Education Endowment Foundation Research Accelerated Reader produces “particularly positive effects” according to an independent study by the Education Endowment Foundation (EEF) and Durham University. “The internet-based programme increased the reading age of pupils by three additional months in just 22 weeks. The effect on low-income pupils was even greater, with their reading age improving by five additional months in the same amount of time.” <a href="http://www.renlearn.co.uk/accelerated-reader/">http://www.renlearn.co.uk/accelerated-reader/</a></p>	
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<p><i>Develop oracy and language skills to enable children to communicate effectively in order to have impact on outcomes in reading and writing.</i></p>	<p>Non-negotiables in English Training for teachers and teaching assistants to develop subject knowledge and teaching and learning strategies concerning Language for thinking. Staff will access training related to narrative pack and word aware. Audits of classrooms to support the development of speech and language to continue to be carried out and monitored. Developing the range and quality of texts available for the pupils in order to meet the needs of our pupils ensuring fluidity of an inspiring and engaging curriculum.</p>	<p>Oral language skills are essential for reading comprehension. There are three main ingredients for supporting this: listening, vocabulary and narrative. Listening is the foundation for reading comprehension. Narrative Pack Blacksheep Press</p> <p>How effective is it? Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p>Overall, studies of oral language interventions consistently show positive impact on learning All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).</p> <p>Some types of oral language interventions appear to be more effective than others, on average. Interventions which are directly related to text comprehension or problem-solving appear to have greater impact. There is also consistent evidence supporting reading to young children and encouraging them to answer questions and to talk about the story with a trained adult. A number of studies show the benefits of trained teaching assistants effectively supporting both oral language skills and reading outcomes.</p> <p>EEF</p>	<p>Headteacher, Pupil Premium Lead and Middle Leaders monitoring provision and assessment of impact – book trawls/learning walks/live trawls with the pupils/timetables/planning/interventions/attainment and progress. Performance Management targets. Termly Formal Lesson Observations. Termly/half termly Pupil Premium Progress Meetings/Reviews with year groups, phase leaders, Pupil Premium lead and SENCO. CPD for teachers and TAs. Time will be allocated during Teaching and Learning meetings and through teacher release time to ensure the key messages are shared/CPD is accessed. Termly SIB monitoring visits and regular reports to SIBs during meetings. Monthly meetings with the Pupil Premium Team to include Headteacher, Pupil Premium lead, Pastoral Lead, TAs and SIB members.</p> <p style="text-align: right;"><b>Total budgeted cost £33,978</b></p>
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<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? When and who will review the implementations and impact?</b>
<p><i>Increase the number of disadvantaged children reaching ARE at the end of each academic year in reading.</i></p>	<p>Reading assemblies Story telling sessions Readathon Accelerated Reading Programme KS2 60 second reads SIA days focus on reading skills Therapy dogs to hear reluctant readers Book fair Progression of reading skills building on phonics acquisition Reading into writing embedded Non-negotiables Bottom 20% of readers in every cohort are reading in school daily School and class libraries to be well resourced Narrative pack and word aware embedded in the classroom 60 second comprehension tasks daily and written comprehension questions weekly English lead to carry out phonic training for teachers</p>	<p>Developing a love of reading can be more important for a child's educational success than their family's socio-economic background. Organisation for Economic Co-operation and Development (OECD) 2002 Young people who enjoy reading very much are three times as likely to read above the level expected for their age as young people who do not enjoy reading at all. Children's and Young People's Reading in 2015, National Literacy Trust, 2016 Research also shows that reading for pleasure has a positive impact on children's attainment in reading assessments.<sup>2</sup> Children who read for pleasure have enhanced levels of text comprehension, an increased knowledge of grammar and show improvement in their writing. Research has found children who read often at the age of ten perform better than their peers in tests of spelling, vocabulary and even mathematics when tested at the age of sixteen.<sup>3</sup> They also have more positive attitudes towards reading than their peers. Building an Outstanding Reading School <a href="http://www.oxfordprimary.co.uk">www.oxfordprimary.co.uk</a>  Significant improvement Findings of the Education Endowment Foundation research Accelerated Reader produces "particularly positive effects" according to an independent study by the Education Endowment Foundation (EEF) and Durham University. "The internet-based programme increased</p>	<p>Headteacher, Pupil Premium Lead and Middle Leaders monitoring provision and assessment of impact – book trawls/learning walks/live trawls with the pupils/timetables/planning/interventions/attainment and progress. Performance Management targets. Termly Formal Lesson Observations. Termly/half termly Pupil Premium Progress Meetings/Reviews with year groups, phase leaders, Pupil Premium lead and SENCO. CPD for teachers and TAs. Time will be allocated during Teaching and Learning meetings and through teacher release time to ensure the key messages are shared/CPD is accessed. Termly SIB monitoring visits and regular reports to SIBs during meetings. Monthly meetings with the Pupil Premium Team to include Headteacher, Pupil Premium lead, Pastoral Lead, TAs and SIB members.</p>

	<p>and teaching assistants across the school CPD on Accelerated Reader to be led by Middle Leader Designated teaching assistants supporting in lessons, carrying out 1:1 support and running reading activities/incentives with pupils.</p>	<p>the reading age of pupils by three additional months in just 22 weeks. The effect on low-income pupils was even greater, with their reading age improving by five additional months in the same amount of time.” <a href="http://www.renlearn.co.uk/accelerated-reader/">http://www.renlearn.co.uk/accelerated-reader/</a></p>	
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<p><i>Develop oracy and language skills to enable children to communicate effectively in order to have impact on outcomes in reading and writing.</i></p>	<p>Non-negotiables in English Training for teachers and teaching assistants to develop subject knowledge and teaching and learning strategies concerning Language for thinking. Staff will access training related to narrative pack and word aware. Audits of classrooms to support the development of speech and language to continue to be carried out and monitored. Developing the range and quality of texts available for the pupils in order to meet the needs of our pupils ensuring fluidity of an inspiring and engaging curriculum.</p>	<p>Oral language skills are essential for reading comprehension. There are three main ingredients for supporting this: listening, vocabulary and narrative. Listening is the foundation for reading comprehension. Narrative Pack Blacksheep Press</p> <p>How effective is it? Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p>Overall, studies of oral language interventions consistently show positive impact on learning All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).</p> <p>Some types of oral language interventions appear to be more effective than others, on average. Interventions which are directly related to text comprehension or problem-solving appear to have greater impact. There is also consistent evidence supporting reading to young children and encouraging them to answer questions and to talk about the story with a trained adult. A number of studies show the benefits of trained teaching assistants effectively supporting both oral language skills and reading outcomes.</p> <p>EEF</p>	<p>Headteacher, Pupil Premium Lead and Middle Leaders monitoring provision and assessment of impact – book trawls/learning walks/live trawls with the pupils/timetables/planning/interventions/attainment and progress. Performance Management targets. Termly Formal Lesson Observations. Termly/half termly Pupil Premium Progress Meetings/Reviews with year groups, phase leaders, Pupil Premium lead and SENCO. CPD for teachers and TAs. Time will be allocated during Teaching and Learning meetings and through teacher release time to ensure the key messages are shared/CPD is accessed. Termly SIB monitoring visits and regular reports to SIBs during meetings. Monthly meetings with the Pupil Premium Team to include Headteacher, Pupil Premium lead, Pastoral Lead, TAs and SIB members.</p> <p style="text-align: right;"><b>Total budgeted cost £27,314</b></p>
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<b>iii. Other approaches</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well? When and who will review the implementations and impact?</b>
<p>The social and emotional needs for pupils eligible for the PPG are identified/assessed and provision in place to meet these needs.</p>	<p>Thrive assessments and interventions by our Thrive practitioners. Thrive updates and training. Thrive resources/space. Parent Partnership Meetings. Readiness for learning. Provide nurture through a 'Change for Life' breakfast club where the pupils get a free breakfast, have the opportunity to get active in the morning with a PE TA.</p> <p>To provide small group music tuition for pupils in Year 3 and Year 5 with a Music TA/Music Teacher. Contribution towards the running of our school minibuses which are used regularly to enable our children to attend sporting</p>	<p>Implementing the Thrive Approach supports children, staff and senior leadership teams in a number of ways in relation to the Pupil Premium:</p> <ul style="list-style-type: none"> <li>•It is an effective early intervention tool that evidences incremental progress made by children, helping them to overcome barriers to learning.</li> <li>•It offers a structured training programme for staff which directly increases the effectiveness of intervention.</li> </ul> <p>Evidence in the EEF/Sutton Trust document shows that, for example, the positive impact of the deployment of Teaching Assistants is greatly increased when a structured approach is implemented.</p> <ul style="list-style-type: none"> <li>•The Thrive assessment and progress review tool provides direct and clear evidence of the child's progress and of the impact of the spending in relation to Thrive training and the cost of the software licence. The outcomes of the Thrive case reviews can also be mapped against key school data to enhance the evidence base.</li> </ul> <p><a href="https://www.thriveapproach.co.uk/courses/funding/">(https://www.thriveapproach.co.uk/courses/funding/)</a></p>	<p>Ensure Professional Development is up to date and in line with the needs of our children.</p> <p>Ensure the space and resources are of a high quality to raise the pupils' self-esteem.</p> <p>Ensure sufficient time is allocated for effectively delivering Thrive.</p> <p>Ensure assessments are carried out.</p> <p>Ensure all teachers and TAs are aware of the intervention and the pupils/practitioners in order to raise the profile of the intervention and the self-esteem of the pupils involved.</p> <p>Termly ECM Meetings.</p> <p>Termly/half termly Pupil Premium Progress Meetings/Reviews with Year groups and Phase Leaders.</p> <p>Headteacher, Pupil Premium Lead and Middle Leaders monitoring provision and assessment of impact – book trawls/learning walks/live trawls with the pupils/timetables/planning/interventions/attainment and progress.</p> <p>Termly SIB monitoring visits and regular reports to SIBs during meetings.</p> <p>Monthly meetings with the Pupil Premium Team to include Headteacher, Pupil Premium lead, Pastoral Lead, TAs and SIB members.</p>

	<p>events, school trips and swimming lessons. Opportunities to enrich learning and experiences for the children. Pupil Premium TA to provide mentoring/support for pupils within lessons/through reading 1:1 and time set aside to talk to the pupils in 1:1/small group situations. Each child to have an allocated advocate - personal profiles updated on a termly basis.</p>	<p>Research has shown that during an electroencephalogram (EEG), music can change brain waves and make the brain more receptive to learning. Music connects the functions of the right and left hemispheres of the brain so that they work together and make learning quick and easy. Brain function is increased when listening to music and studies have shown that music promotes more complex thinking. It can make connections between emotions, thinking and learning (Davies, 2000).</p>	<p>Monitoring of progress by our Specialist Music Teacher.</p>
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<p>Increased parental engagement and attendance rates for pupils eligible for the PPG.</p>	<p>Pupil Premium Teaching Assistant working closely with the school office staff in monitoring of attendance for the pupils eligible for the PPG.</p> <p>To continue to work closely with parents and the EWO to ensure attendance is improved for our disadvantaged pupils.</p> <p>Parent/teacher/child meetings</p> <p>Readiness for learning/ Key Opportunities</p> <p>Provide nurture through a 'Change for Life' breakfast club where the pupils get a free breakfast, have the opportunity to get active in the morning with a PE TA.</p> <p>Pupil Premium Lead and member of the Pupil Premium Team to attend the monthly</p>	<p>'Even short breaks from school can reduce a pupil's chances of succeeding at school by as much as a quarter, research reveals today (22 February 2015). The research, based on extensive pupil absence figures and both GCSE and primary school test results, highlights the importance of clamping down on pupil absence to ensure more pupils regularly attend school, and ultimately leave with the qualifications needed to succeed in modern Britain.'</p> <p>(<a href="https://www.gov.uk/government/news/short-breaks-damage-young-peoples-futures">https://www.gov.uk/government/news/short-breaks-damage-young-peoples-futures</a>)</p>	<p>Close monitoring of attendance by: SIBs, Headteacher, Pupil Premium Lead, Pastoral Lead, Pupil Premium Teaching Assistant, School Secretary and EWO.</p> <p>Regular conversations formally and informally with the Pupil Premium Teaching Assistant.</p> <p>Termly attendance reports.</p> <p>Monitoring of attendance using tracking system.</p> <p>Conversations with teachers and teaching assistants about individuals.</p> <p>Pupil Premium Team/Pupil Premium TA and Pastoral Lead to attend the monthly attendance meetings with the Headteacher.</p> <p>SIB monitoring visits and reports to SIBs during meetings.</p> <p>Continue to raise the profile of attendance:</p> <p>Attendance display in the entrance area.</p> <p>Updates on the newsletter.</p> <p>Request for Leave of Absence forms to be requested from the Headteacher and Deputy Headteacher.</p> <p>Letters sent out to parents/carers.</p> <p>System in place for fining for holidays taken during term time.</p> <p>Attendance Avenger bear as a weekly reward for classes.</p> <p>Lunchtime reward for winning house in KS1.</p> <p>Half-termly celebration lunches.</p> <p>Termly attendance certificates.</p> <p>Attendance framed posters in classrooms updated weekly.</p> <p>Transfer of the meaning and importance to the children.</p> <p>Attitude + Attendance = Achievement</p>
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	attendance meetings with the Headteacher Parent pop-ins and showcase assemblies.		<p style="text-align: right;"><b>Total budgeted cost</b> <b>£25,678</b></p>
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6. Review of expenditure				
Previous Academic Year		2018/19		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Typicality in quality first teaching and gaps in learning addressed in reading, writing and maths to lead to better outcomes at the end of KS2.</p>	<p>Non-negotiables in place in Maths and parents informed at Meet the Teacher Evening.</p> <p>To promote WAVE 1 class-based provision ensuring accelerated progress for pupils, including planned TA led interventions.</p> <p>Training staff No Nonsense spelling scheme/Phonics</p> <p>Maths CPD on reasoning, number sense and fluency for teachers and TAs</p> <p>Small group teaching in English in UKS2 for the Autumn Term.</p>	<p>Monitoring of teaching and learning across KS2, including lesson observations and book trawls, have shown an increase in the typicality of quality first teaching.</p> <p>Feedback from monitoring has been:</p> <p>Consistent construction of learning goals and success criteria.</p> <p>Embedded sequences of learning that children talk about confidently.</p> <p>High levels of engagement due to rich stimuli being used.</p> <p>Non-negotiables in English are being transferred into books.</p> <p>The emphasis on high expectations in the use of vocabulary and ensuring that the children really understand the meaning of the words.</p> <p>EOKS2 Results 2019/20</p> <p>Reading 18%</p> <p>Writing 73%</p> <p>Maths 45%</p> <p>GPS 55%</p>	<p>Reading comprehension skills such as retrieval, inference and making comparisons need to be developed – this needs a whole school approach and understanding of the progression of these skills across the whole school.</p> <p>A rich reading culture needs to be continually developed.</p> <p>Non-negotiables to be revised by subject leaders and revisited in the autumn term 2019. Non-negotiables to be sent out to parents again.</p> <p>Continue to embed the culture of Quality First Teaching being the best provision alongside quality, well planned, well implemented and monitored interventions to address specific gaps in or barriers to learning.</p>	



	<p>Focus on use of TAs within lessons and across phases.</p> <p>Continued development of Guided Reading across the whole school with support sought to support English Lead.</p> <p>Involvement in CPD through the SSIF – Unlocking the curriculum; delivering equity of outcomes for disadvantaged pupils.</p> <p>Involvement in Glow hub CPD, support and monitoring for effective sequences of learning that cater for greater depth across the curriculum.</p>		<p>Previous Maths CPD had a huge impact on teaching and learning – therefore Reading CPD sessions are planned for throughout the 2019/20 academic year. Including teachers working together to create progressions documents for the reading skills of retrieval and inference in particular.</p> <p>We have signed up to the Glow Hub embedding year for 2019/20 to continue the access to high quality CPD opportunities and further focus on reasoning and problem-solving skills.</p> <p>Guided Reading to continue to be a focus for development across the school.</p>	
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<p>Develop oracy and language skills to enable children to communicate effectively in order to have impact on outcomes in reading and writing</p>	<p>Non-negotiables in English          Training for teachers and teaching assistants to develop subject knowledge and teaching and learning strategies concerning Language for thinking.          Speech therapist will work in school afternoon a week, assessing and delivering personalised programmes. Staff will access training related to these programmes. Audits of classrooms to support the development of speech and language to continue to be carried out and monitored.          Developing the range and quality of texts available for the pupils in order to meet the needs of our pupils ensuring fluidity of an inspiring and engaging curriculum.          Involvement in CPD through the SSIF – Unlocking the curriculum; delivering equity of outcomes for disadvantaged pupils.          CPD, support and monitoring for effective</p>	<p>Learning environments encourage vocabulary and language development.</p> <p>The emphasis on high expectations in the use of vocabulary and ensuring that the children really understand the meaning of the words.</p> <p>Narrative Pack training has enabled teachers and TAs to be equipped with the skills to deliver Narrative Pack interventions as well as ensuring that these strategies are embedded within the teaching and learning in the classroom.</p> <p>The development of the understanding of question words and sequencing have been a main focus when listening to stories or reading texts. These strategies been seen within lesson observations where the children are able to utilise the vocabulary and organise their own thoughts more clearly. The intervention has also allowed for the development in independence of the learners and their inclusion in the teaching and learning. This does need to continue to be an area of focus.</p>	<p>Reading comprehension skills such as retrieval, inference and making comparisons need to be developed – this needs a whole school approach and understanding of the progression of these skills across the whole school.</p> <p>We need to ensure that the children, particularly the lower ability readers, have daily reading opportunities; for example, reading books, listening to stories being read, group reading or 1:1 reading.</p>	<p><b>Total budgeted cost</b>          £21,369.80</p>
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sequences of learning that cater for greater depth across the curriculum.

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>Typicality in quality first teaching and gaps in learning addressed in reading, writing and maths to lead to better outcomes at the end of KS2.</p>	<p>Pupil Premium Teacher to work with our disadvantaged pupils across KS2 both through interventions and support in lessons during the Autumn Term. Teachers and TAs work 1:1/small groups with specific pupils through collaboration with the class teacher in order to address gaps and/or pre-teach and diminish the difference between our disadvantaged pupils and non-disadvantaged pupils as well as facilitate greater depth questioning and provision enabling</p>	<p>Monitoring of teaching and learning across KS2, including lesson observations and book trawls, have shown an increase in the typicality of quality first teaching.</p> <p>Feedback from monitoring has been:            Consistent construction of learning goals and success criteria.            Embedded sequences of learning that children talk about confidently.            High levels of engagement due to rich stimuli being used.            Non-negotiables in English are being transferred into books.            The emphasis on high expectations in the use of vocabulary and ensuring that the children really understand the meaning of the words.</p> <p>EOKS2 Results 2019/20            Reading 18%            Writing 73%            Maths 45%            GPS 55%</p>	<p>Reading comprehension skills such as retrieval, inference and making comparisons need to be developed – this needs a whole school approach and understanding of the progression of these skills across the whole school.</p> <p>A rich reading culture needs to be continually developed.</p> <p>Non-negotiables to be revised by subject leaders and revisited in the autumn term 2019. Non-negotiables to be sent out to parents again.</p> <p>Continue to embed the culture of Quality First Teaching being the best provision alongside quality, well planned, well implemented and monitored interventions to</p>	

	<p>our most able to continue to make progress.          Small group teaching in English in UKS2 for the Autumn Term.          Teachers and TAs access up to date and relevant training throughout the year – bite size CPD during Teaching and Learning meetings and further CPD sessions for TAs. Each child to have an allocated advocate and personal profiles created and updated.</p>		<p>address specific gaps in or barriers to learning.</p> <p>Previous Maths CPD had a huge impact on teaching and learning – therefore Reading CPD sessions are planned for throughout the 2019/20 academic year. Including teachers working together to create progressions documents for the reading skills of retrieval and inference in particular.</p> <p>We have signed up to the Glow Hub embedding year for 2019/20 to continue the access to high quality CPD opportunities and further focus on reasoning and problem-solving skills.</p> <p>Guided Reading to continue to be a focus for development across the school.</p>	
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<p>Develop oracy and language skills to enable children to communicate effectively in order to have impact on outcomes in reading and writing</p>	<p>For the Autumn Term, Pupil Premium Team Teacher will have a 0.64 timetable commitment to the progress and attainment of disadvantaged pupils in KS2.</p> <p>This teacher will deliver high quality teaching and learning to targeted pupils.</p> <p>Teachers to work closely with the Pupil Premium Team Teacher to address and measure impact regarding the pupils' gaps in learning and barriers to learning as well as accelerating progress of the most able to ensure an upward trajectory, including a major focus on oracy and language.</p> <p>Use of Pupil Premium Teaching Assistants to address gaps in learning within the lesson or provide the opportunity by providing support to other pupils in the class in order for the teacher to be able</p>	<p>Learning environments encourage vocabulary and language development.</p> <p>The emphasis on high expectations in the use of vocabulary and ensuring that the children really understand the meaning of the words.</p> <p>Narrative Pack training has enabled teachers and TAs to be equipped with the skills to deliver Narrative Pack interventions as well as ensuring that these strategies are embedded within the teaching and learning in the classroom.</p> <p>The development of the understanding of question words and sequencing have been a main focus when listening to stories or reading texts. These strategies been seen within lesson observations where the children are able to utilise the vocabulary and organise their own thoughts more clearly. The intervention has also allowed for the development in independence of the learners and their inclusion in the teaching and learning. This does need to continue to be an area of focus.</p>		<p><b>Total budgeted cost</b> £62,220.40</p>
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	<p>to work with the disadvantaged pupils.  Parent/teacher/child meetings each term support parental engagement in learning.  Use of Narrative Pack Intervention  Language Link  1:1 tuition/provision  TA interventions in S &amp; L/word aware/social skills  Involvement in CPD through the SSIF –  Unlocking the curriculum; delivering equity of outcomes for disadvantaged pupils.  Pupil Premium TA to provide mentoring/support for pupils through homework support/reading 1:1 and time set aside to talk to the pupils in 1:1/small group situations.</p>			
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iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
The social and emotional needs for pupils eligible for the PPG are identified/assessed and provision in place to meet these needs.	Thrive assessments and interventions by our Thrive practitioners. Thrive update. Parent Partnership Meetings. Readiness for learning. Provide nurture through a 'Change for Life' breakfast club where the pupils get a free breakfast, have the opportunity to get active in the morning with a PE TA To provide small group music tuition for pupils in Year 3 and Year 5 with a Music TA Music Teacher to provide music tuition as part of her timetable. Contribution towards the running of our school minibuses which are used regularly to enable our children to attend sporting events, school trips and swimming lessons. Opportunities to enrich learning and experiences for the children. Pupil Premium	<p><b>Thrive</b> Thrive helps to build the connections in the brain through play, with a co-adventurer, building the Neuronal pathways to better enable them with strategies to cope with everyday situations, challenges and to focus better.</p> <p>Staff voice 'Alfie, our school Thrive dog - helping a child come out from under a table and calm him down almost instantly.' 'Preparing Year 6 children for high school by having group Thrive session' 'Individual children feeling comfortable to chat about anything that is on their mind' 'Thrive is creating ways of helping each child to become more confident and happier with themselves; enabling them to develop, flourish and succeed alongside their peers.' 'Our children need a person they can rely on when everything around them changes and Thrive does that.'</p> <p><b>Breakfast Club Pupil Voice</b> 'It is fun and we get to play a lot of different games' 'I like having the breakfast – it is delicious!' 'I like it because it gets me active in the morning so I am not tired for the day. We have used the juice bike and that is healthy too.'</p>	<p>Thrive and our lunchtime and before school nurture groups which we offer the children who are eligible for the Pupil Premium will continue.</p> <p>Music tuition will continue as will the opportunities for the pupils to perform to audiences including parents and pupils across the school.</p>	

	<p>TA to provide mentoring/support for pupils through homework support/reading 1:1 and time set aside to talk to the pupils in 1:1/small group situations. Involvement in CPD through the SSIF – Unlocking the curriculum; delivering equity of outcomes for disadvantaged pupils. Each child to have an allocated advocate and personal profiles created and updated. Thrive dog for nurture.</p>	<p><b>Munch and Crunch Pupil Voice</b>          ‘The children get to talk to their friends and do lots of activities – we play games and use the outdoor gym’          ‘I like it because it is relaxing being with a small group. We sometimes have picnics in the outdoor area and Forest School’          ‘The children get the opportunity to develop their social skills in what they feel is a safe environment. It helps to build their self-esteem and confidence as well as their knowledge of a healthy diet and fitness.’</p> <p><b>Music</b>          The children have all made significant progress, shown increased concentration and real enthusiasm in their music lessons. It is quite evident that they have all enjoyed learning to play the guitar this year, and several children have since bought or sourced their own instrument and wish to continue lessons either in Year 6 or at High School. There have been particular individual success stories which demonstrate impact on self-esteem and confidence as well as an increased enthusiasm for the subject.</p> <p><b>Sporting opportunities</b>          57% of our PP pupils have represented the school in a sporting event (66% not including Reception and Year 1 – no opportunities available)          58% have attended an extra-curricular club (76% not including EY and KS1)</p>		
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<p>Increased parental engagement and attendance rates for pupils eligible for the PPG.</p>	<p>Pupil Premium Teaching Assistant working closely with the school office staff in monitoring of attendance for the pupils eligible for the PPG.</p> <p>To continue to work closely with parents and the EWO to ensure attendance is improved for our disadvantaged pupils.</p> <p>Parent/teacher/child meetings</p> <p>Readiness for learning/ Key Opportunities</p> <p>Provide nurture through a 'Change for Life' breakfast club where the pupils get a free breakfast, have the opportunity to get active in the morning with a PE TA.</p> <p>Pupil Premium Lead and member of the Pupil Premium Team to attend the monthly attendance meetings with the</p>	<p>Attendance of this key group:</p> <p>2018/19 PP 95.6% Non- PP 95.77%</p> <p>Attendance at autumn term parents' evening</p> <p>All 99% PP 97%</p> <p>Attendance at spring term parents' evening 100%</p>	<p>Continue to raise the profile of attendance:</p> <p>Resend Attendance leaflet to all parents/carers.</p> <p>Office to contact all parents/carers if no message received.</p> <p>Monthly attendance meetings to analyse all groups and 90% and below attendance.</p> <p>Continue with whole school display of attendance figures.</p> <p>Continue to send home attendance figures on newsletters.</p> <p>Continue with celebration dinners for winning class each half term.</p> <p>Monitor persistent absentees throughout.</p> <p>Identify any families in need of support attending breakfast club.</p> <p>Pyramid Oscars ceremony to celebrate attendance. Updates on the newsletter.</p> <p>Holiday forms to be requested from the Headteacher and Deputy Headteacher.</p> <p>Transfer of the meaning and importance to the children. Attitude + Attendance = Achievement</p>	<p><b>Total budgeted cost</b> £24,649.40</p>
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