

Pupil Premium Strategy 2020/21

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: Increase the number of pupils achieving the expected standard in EYFS, KS1 and KS2 ensuring that disadvantaged pupils and SEN make good progress and achieve well compared to their prior attainment.

1. Summary information

School	Burlish Park Primary School Stourport-on-Severn DY13 8LA				
Academic Year	2020/21	Total PP budget	£72,630	Date of most recent PP Review	Jan 18 <small>Revised October 2018</small>
Total number of pupils	428	Number of pupils eligible for PP	59 (14%)	Date for next internal review of this strategy	January 2021 <small>Sep 2020</small>

2. Attainment and Progress Measures from 2018/19 (No external data from academic year 2019/20)

Year 6 11 children (1 child = approx. 9%)	<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	9%	71%
% achieving scaled score of 100+ in Reading	18%	78%
% achieving scaled score of 100+ in Writing	73%	83%
% achieving scaled score of 100+ in Grammar, Spelling and Punctuation	55%	83%
% achieving scaled score of 100+ in Maths	45%	84%
% achieving a high scaled score in Reading	9%	31%
% achieving Greater Depth in Writing	9%	24%
% achieving high scaled score in Grammar, Spelling and Punctuation	0%	41%
% achieving high scaled score in Maths	9%	31%



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



3. Barriers to future attainment (for pupils eligible for the PPG)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Mental health and well being	
B.	Gaps in learning, due to an extensive period away from school.	
C.	Phonics acquisition and reading skills	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Attendance and punctuality (Attendance for 2019/20 was 94.75% . 2018/19 95.89%, 2017/18 95.72%, 2016/17 95.38%, 2015/16 95.23% and	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	The social and emotional needs for pupils eligible for the PPG are identified/assessed and provision in place to meet these needs through the curriculum and targeted support.	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.
B.	A refresher curriculum in the core subjects is implemented, and supplemented by specific targeted provision, filling any gaps in learning, (due to an extensive period away from school) and maintaining the correct ARE pitch and high expectations.	Pupils eligible for the PPG have the opportunity to address and overcome gaps in learning and accelerate progress in the core subjects.
C.	Increase the number of disadvantaged children passing their phonic screening check and reaching ARE at the end of each academic year in reading.	At least expected or accelerated progress for pupils eligible for PPG in phonics acquisition and reading; resulting in increased % of pupils eligible for the PPG achieving scaled score of 100+ and achieving at least expected progress by the end of KS2.
D.	Increasing attendance rates for pupils eligible for the PPG. PP 94.75% (95.1% excluding Nursery) Non-PP 95.47% (96.09% excluding Nursery)	Improved attendance of the pupils eligible for the PPG – attendance to be in line with Non-PP.



5. Planned expenditure			
Academic year		2020/21	
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies			
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? When and who will review the implementations and impact?
The social and emotional needs for pupils eligible for the PPG are identified/assessed and provision in place to meet these needs through the curriculum and targeted support.	PSHE curriculum Assembly themes Motional assessments and interventions by our Nurture Team. Motional updates and training. Motional/ Nurture resources/space. Parent Partnership Meetings. Readiness for learning. '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. Lunchtime nurture groups for KS1 and KS2. Contribution towards the running of our school	Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Three broad categories of SEL interventions can be identified: universal programmes which generally take place in the classroom; more specialised programmes which are targeted at students with particular social or emotional needs; and school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning. On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average	Ensure Professional Development is up to date and in line with the needs of our children. Ensure the space and resources are of a high quality to raise the pupils' self-esteem. Ensure sufficient time is allocated for effectively delivering nurture. Ensure Motional assessments are carried out and revisited half termly. 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. Termly ECM Meetings. Termly/half termly Pupil Premium Progress Meetings/Reviews with year groups, phase leaders, Pupil Premium lead and SENCO. 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. Termly SIB monitoring visits and regular reports to SIBs during meetings. Monthly meetings with the Pupil Premium Team to include Headteacher, Pupil Premium lead, Nurture team and SIB members.



	<p>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.</p> <p>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. Virtual communication if home learning.</p>	<p>overall impact of four months' additional progress on attainment.</p> <p>Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. Therefore, Burlish Park have become part of an initiative working alongside the virtual school and are on a journey to becoming a Trauma Informed School. The implementation of the programme and the degree to which teachers are committed to the approach are important to us therefore we have committed to receiving training and then disseminating that training with all staff.</p> <p style="text-align: right;">EEF</p>	<p>Performance Management targets.</p> <p>Termly Formal Lesson Observations.</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>
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		<p>Our vision is to provide appropriate training for schools, communities and organisations so that they become trauma informed and mentally healthy places for all.</p> <p>This means we aim to help children and teenagers BEFORE they get mental health problems – to catch them as they are falling not after they have fallen. Towards this aim we strongly endorse the statement in the Government Green Paper December 2017 Transforming Children and Young People’s Mental Health Provision, “ There is evidence that appropriately-trained and supported staff such as teachers, school nurses, counsellors, and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems (such as anxiety, conduct disorder, substance use disorders and post-traumatic stress disorder)”. We are appropriately training school staff to take on this task.</p> <p>Our objective is to bring about a whole school /organisational cultural shift where the wellbeing of all is the highest priority. We implement many interventions to ensure the relational and emotional health of all. Our interventions are evidence based with the backing of over 1,000 research studies from psychology and neuroscience.</p> <p>We also believe that for schools to become mentally healthy places for all, the value of well being has to start at the very top, with organisations such as DFE, Ofsted and the Regional Schools Commissioners balancing the scales between outcomes (test scores) and emotional wellbeing. We are working to ensure that there is national recognition of the importance of monitoring the well being of schools and that Governing Bodies, Trust Boards and Directors make staff wellbeing as well as pupil well being a key performance indicator for our schools.</p> <p style="text-align: right;">Trauma Informed Schools UK</p>	
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<p>A refresher curriculum in the core subjects is implemented, and supplemented by specific targeted provision, that fills any gaps in learning, (due to an extensive period away from school) and maintains the correct ARE pitch and high expectations.</p>	<p>Small group tuition Virtual for when home learning Release time provided for teachers for these interventions Staff deployment to facilitate implementation of a refresher curriculum. Staff training Seesaw to support home learning Virtual parent workshops</p>	<p>Small group tuition Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. How effective is it? Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness. Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better. However, although the above pattern is broadly consistent, there is some variability in impact within the existing evidence. For example, in reading, small group teaching can sometimes be more effective than either one to one or paired tuition. It may be that in these cases reading practice can be efficiently organised so that all the pupils stay fully engaged as each take their turn, such as in Guided Reading.</p> <p style="text-align: right;">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>
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		<p>One to one tuition</p> <p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching– or as a replacement for other lessons.</p> <p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p> <p>Evidence indicates that one to one tuition can be effective</p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p> <p>Programmes involving Teaching assistants or volunteers can have a valuable impact, but tend to be less effective than those using experienced and specifically trained teachers, which have nearly twice the effect on average. Where tuition is delivered by volunteers or teaching assistants there is evidence that training and the use of a structured programme is advisable.</p> <p style="text-align: right;">EEF</p> <p>What is ClassDojo?</p> <p>ClassDojo is a school communication platform that teachers, students, and families use every day to build close-knit communities by sharing what's being learned in the classroom home through photos, videos, and messages.</p>	
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<p>Increase the number of disadvantaged children passing their phonic screening check and reaching ARE at the end of each academic year in reading.</p>	<p>Promoting a love of reading across the whole school Virtual reading assemblies Story telling sessions Readathon Accelerated Reading Programme KS2 60 second reads SIA days focus on reading skills Therapy dog to hear reluctant readers Book fair Progression of reading skills building on phonics acquisition Reading into writing embedded Non-negotiables Reading challenges 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 English lead to carry out phonic training for teachers and teaching assistants across the school</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.² 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.³ They also have more positive attitudes towards reading than their peers.</p> <p style="text-align: center;">Building an Outstanding Reading School www.oxfordprimary.co.uk</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." http://www.renlearn.co.uk/accelerated-reader/</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;">Total budgeted cost £23,842</p>
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ii. Targeted support			
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>The social and emotional needs for pupils eligible for the PPG are identified/assessed and provision in place to meet these needs through the curriculum and targeted support.</p>	<p>PSHE curriculum Assembly themes Motional assessments and interventions by our Nurture Team. Motional updates and training. Motional/ Nurture resources/space. Parent Partnership Meetings. Readiness for learning. '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. Lunchtime nurture groups for KS1 and KS2. 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.</p>	<p>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Three broad categories of SEL interventions can be identified: universal programmes which generally take place in the classroom; more specialised programmes which are targeted at students with particular social or emotional needs; and school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning. On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. Therefore, Burlish Park have become part of an</p>	<p>Ensure Professional Development is up to date and in line with the needs of our children. Ensure the space and resources are of a high quality to raise the pupils' self-esteem. Ensure sufficient time is allocated for effectively delivering nurture. Ensure Motional assessments are carried out. 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. Termly ECM Meetings. Termly/half termly Pupil Premium Progress Meetings/Reviews with year groups, phase leaders, Pupil Premium lead and SENCO. 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. Termly SIB monitoring visits and regular reports to SIBs during meetings. Monthly meetings with the Pupil Premium Team to include Headteacher, Pupil Premium lead, Nurture team and SIB members. Performance Management targets. Termly Formal Lesson Observations. 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.</p>



	<p>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.</p> <p>Each child to have an allocated advocate - personal profiles updated on a termly basis.</p> <p>Virtual communication if home learning</p>	<p>initiative working alongside the virtual school and are on a journey to becoming a Trauma Informed School. The implementation of the programme and the degree to which teachers are committed to the approach are important to us therefore we have committed to receiving training and then disseminating that training with all staff.</p> <p style="text-align: right;">EEF</p> <p>Our vision is to provide appropriate training for schools, communities and organisations so that they become trauma informed and mentally healthy places for all. This means we aim to help children and teenagers BEFORE they get mental health problems – to catch them as they are falling not after they have fallen. Towards this aim we strongly endorse the statement in the Government Green Paper December 2017 Transforming Children and Young People’s Mental Health Provision, “ There is evidence that appropriately-trained and supported staff such as teachers, school nurses, counsellors, and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems (such as anxiety, conduct disorder, substance use disorders and post-traumatic stress disorder)”. We are appropriately training school staff to take on this task. Our objective is to bring about a whole school /organisational cultural shift where the wellbeing of all is the highest priority. We implement many interventions to ensure the relational and emotional health of all. Our interventions are evidence based with the backing of</p>	
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		<p>over 1,000 research studies from psychology and neuroscience.</p> <p>We also believe that for schools to become mentally healthy places for all, the value of well being has to start at the very top, with organisations such as DFE, Ofsted and the Regional Schools Commissioners balancing the scales between outcomes (test scores) and emotional wellbeing. We are working to ensure that there is national recognition of the importance of monitoring the well being of schools and that Governing Bodies, Trust Boards and Directors make staff wellbeing as well as pupil well being a key performance indicator for our schools.</p> <p style="text-align: right;">Trauma Informed Schools UK</p>	
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<p>A refresher curriculum in the core subjects is implemented, and supplemented by specific targeted provision, that fills any gaps in learning, (due to an extensive period away from school) and maintains the correct ARE pitch and high expectations.</p>	<p>Small group tuition 1:1 tuition (Virtual if the pupil is home learning) Release time provided for teachers for these interventions Staff deployment to facilitate implementation of a refresher curriculum. Seesaw to support home learning Staff training Virtual parent workshops</p>	<p>Small group tuition Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. How effective is it? Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness. Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better. However, although the above pattern is broadly consistent, there is some variability in impact within the existing evidence. For example, in reading, small group teaching can sometimes be more effective than either one to one or paired tuition. It may be that in these cases reading practice can be efficiently organised so that all the pupils stay fully engaged as each take their turn, such as in Guided Reading.</p> <p style="text-align: right;">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>
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		<p>One to one tuition</p> <p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching– or as a replacement for other lessons.</p> <p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p> <p>Evidence indicates that one to one tuition can be effective</p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p> <p>Programmes involving Teaching assistants or volunteers can have a valuable impact, but tend to be less effective than those using experienced and specifically trained teachers, which have nearly twice the effect on average. Where tuition is delivered by volunteers or teaching assistants there is evidence that training and the use of a structured programme is advisable.</p>	
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<p>Increase the number of disadvantaged children passing their phonic screening check and reaching ARE at the end of each academic year in reading.</p>	<p>Virtual reading assemblies Story telling sessions Readathon Accelerated Reading Programme KS2 60 second reads SIA days focus on reading skills Therapy dog 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 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</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.² 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.³ They also have more positive attitudes towards reading than their peers. Building an Outstanding Reading School www.oxfordprimary.co.uk 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."</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;">Total budgeted cost £28,817</p>
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iii. Other approaches			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? When and who will review the implementations and impact?
<p>To increase attendance and punctuality 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</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>(https://www.gov.uk/government/news/short-breaks-damage-young-peoples-futures)</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>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>Lunchtime nurture groups for KS1 and KS2</p> <p>Pupil Premium Lead and member of the Pupil Premium Team to attend the monthly attendance meetings with the Headteacher</p> <p>Celebration lunches</p> <p>Certificates and rewards</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> <p style="text-align: right;">Total budgeted cost £19,971</p>
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6. Review of expenditure				
Previous Academic Year		2019/20		
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
Increase the number of disadvantaged children reaching ARE at the end of each academic year in reading.	Promoting a love of reading across the whole school 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 Reading challenges Readathon Bottom 20% of readers in every cohort are reading in school daily	Learning environments promote a love of reading. This was evidenced during lesson observations. Accelerated reading scheme introduced and embedded across Years 4, 5 and 6. Reading assemblies held where teachers, TAs, pupils and parents celebrated the successes of the children's progress with the accelerated reading scheme. 60 second reads and reading dogs implemented throughout KS2 Successful book fairs held in the autumn and spring term. Subject leader carried out phonics training for teachers and TAs across the whole school. Reading into writing a strength of autumn term lesson observations. School and class libraries are well resourced including dictionaries. Classroom reading books checked for sound progression. Old books removed and new phonetically plausible books purchased for KS1 Reading workshops and parent pop ins held.	Diaries now updated for 2020/21 to reflect the importance of reading daily. Systems for monitoring of how much the children are reading each week introduced and refined throughout the year. KS2 will all begin 2020/21 academic year with the same system in place and being monitored. Accelerated reading to be continued along with virtual assemblies. Learning environments promoting a love of reading and the priority that we have for reading. Phonics training refresher for teachers and TAs planned again. Monitor school and class libraries. Virtual reading workshops to be held.	

	<p>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 and teaching assistants across the school CPD on Accelerated Reader to be led by Middle Leader</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. 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. Feedback from pupils on the impact of Accelerated Reading Year 6 pupil: I enjoyed reading a range of books, this really helped me with my vocabulary when I was writing. Year 6 pupil: I liked the competitiveness of AR, I was keen to improve my points and learn lots of new words. Year 6 pupil: My confidence grew with reading regularly. I also paid more attention to what I was reading because I knew that I would have to do a quiz at the end.</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>	
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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. 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>Learning environments encourage vocabulary and language development. The emphasis on high expectations in the use of vocabulary and ensuring that the children really understand the meaning of the words. Narrative Pack 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. These strategies have been evident within lesson observations where the children are able to utilise the vocabulary and organise their own thoughts more clearly.</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. 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>Total budgeted cost £33, 978</p>
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>



<p>Increase the number of disadvantaged children reaching ARE at the end of each academic year in reading.</p>	<p>Promoting a love of reading across the whole school 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 Reading challenges Readathon Bottom 20% of readers in every cohort are reading in school daily</p>	<p>Learning environments promote a love of reading. This was evidenced during lesson observations. Accelerated reading scheme introduced and embedded across Years 4, 5 and 6. Reading assemblies held where teachers, TAs, pupils and parents celebrated the successes of the children's progress with the accelerated reading scheme. 60 second reads and reading dogs implemented throughout KS2 Successful book fairs held in the autumn and spring term. Subject leader carried out phonics training for teachers and TAs across the whole school. Reading into writing a strength of autumn term lesson observations. School and class libraries are well resourced including dictionaries. Classroom reading books checked for sound progression. Old books removed and new phonetically plausible books purchased for KS1 Reading workshops and parent pop ins held.</p>	<p>Diaries now updated for 2020/21 to reflect the importance of reading daily.</p> <p>Systems for monitoring of how much the children are reading each week introduced and refined throughout the year. KS2 will all begin 2020/21 academic year with the same system in place and being monitored.</p> <p>Accelerated reading to be continued along with virtual assemblies.</p> <p>Learning environments promoting a love of reading and the priority that we have for reading.</p> <p>Phonics training refresher for teachers and TAs planned again.</p> <p>Monitor school and class libraries.</p> <p>Virtual reading workshops to be held.</p>	
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	<p>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 and teaching assistants across the school CPD on Accelerated Reader to be led by Middle Leader</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. 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>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.</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>Total budgeted cost £27, 314</p>
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>



<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 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>	<p>Thrive 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>The children have gained from having an advocate, an emotionally available adult to meet with or seek out if they feel that they need to talk to someone. This helps with the regulating their emotions and enables them to voice their feelings.</p> <p>The nurture sessions and groups help the children to become more confident and improves their self-esteem. The opportunity to be able to talk to someone at certain times during the day enables them to be ready to learn or develop relationships with others. They have role models to look up to and know that people care about what they are feeling and what is happening in their lives.</p>	<p>Burlish Park Primary have begun the journey to becoming a Trauma Informed School. This will further develop our understanding of how the brain and behaviours are affected by the trauma that children have experienced in their lives.</p> <p>We will continue our strong nurturing provision with the inclusion of the Motional online assessment program.</p>	
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	<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>			
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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. To continue to work closely with parents and the EWO to ensure attendance is improved for our disadvantaged pupils. Parent/teacher/child meetings Readiness for learning/ Key Opportunities 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. Pupil Premium Lead and member of the Pupil Premium Team to attend the monthly attendance meetings with the Headteacher Parent pop-ins and showcase</p>	<p>Attendance of this key group:</p> <p>PP 94.75% 95.1% Excl Nursery</p> <p>Non-PP 95.47% 96.09%</p> <p>Attendance at autumn term parents' evening</p> <p>All 100% PP 100%</p> <p>Attendance at spring term parents' evening</p> <p>All 97% PP 90%</p> <p><i>Unable to do catch up appointments following parents' evenings due to Covid 19</i></p>		<p>Total budgeted cost £25, 678</p>
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