

Pupil Premium Strategy Statement 2020/21

1. Summary information

School	Oasis Academy Clarksfield				
Academic Year	2020/21	Total PP budget	£156,020	Date of most recent PP Review	July 2020
Total number of pupils	456	Number of pupils eligible for PP	95 (21.8%)	Date for next internal review of this strategy	December 2020

2. Review of expenditure

Previous Academic Year	2019/2020
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Due to the impact of Covid-19 and school closures from March 2020, the funding was redirected to support pupils during lockdown. Where appropriate the funding has been reallocated away from some of these projects to support PP children during the lockdown with their home learning, transport to school and their SEMH.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned	Cost																																																									
<p>Not all PP children make enough progress in reading, writing and maths and therefore not enough PP children achieve ARE for their year group.</p> <p>There is an in school gap between PP and non PP children.</p>	<p>ALT to support in PPA where appropriate.</p> <p>Pupil Progress meetings to include a focus on more able PP pupils.</p> <p>Work scrutiny to include one PP pupil's book from each class group.</p> <p>Pupil Voice (Autumn and end of year)</p> <p>Learning walks and lesson observations</p> <p>PP children identified on planning.</p>	<p>December Review:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 60%;">Pupil Group</th> <th style="width: 20%;">All</th> <th style="width: 20%;">Disadvantaged</th> </tr> </thead> <tbody> <tr> <td colspan="3">KS1 % meeting expected standard:</td> </tr> <tr> <td>Reading - Mock SATs</td> <td>31%</td> <td>29%</td> </tr> <tr> <td>Maths - Mock SATs</td> <td>32%</td> <td>29%</td> </tr> <tr> <td>GPS - Mock SATs</td> <td>41%</td> <td>50%</td> </tr> <tr> <td>Writing (TA)</td> <td>51%</td> <td>50%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 20%;">All</th> <th style="width: 20%;">Disadvantaged</th> </tr> </thead> <tbody> <tr> <td colspan="3">KS2 % meeting expected standard:</td> </tr> <tr> <td>Combined R/W/M</td> <td>38%</td> <td>43%</td> </tr> <tr> <td>Reading</td> <td>52%</td> <td>67%</td> </tr> <tr> <td>Maths</td> <td>41%</td> <td>48%</td> </tr> <tr> <td>GPS</td> <td>54%</td> <td>57%</td> </tr> <tr> <td>Writing (TA)</td> <td>61%</td> <td>67%</td> </tr> <tr> <td colspan="3">KS2 % meeting exceeding standard:</td> </tr> <tr> <td>Combined R/W/M</td> <td>2%</td> <td>0%</td> </tr> <tr> <td>Reading</td> <td>7%</td> <td>5%</td> </tr> <tr> <td>Maths</td> <td>7%</td> <td>5%</td> </tr> <tr> <td>GPS</td> <td>13%</td> <td>19%</td> </tr> <tr> <td>Writing (TA)</td> <td>11%</td> <td>19%</td> </tr> </tbody> </table>	Pupil Group	All	Disadvantaged	KS1 % meeting expected standard:			Reading - Mock SATs	31%	29%	Maths - Mock SATs	32%	29%	GPS - Mock SATs	41%	50%	Writing (TA)	51%	50%		All	Disadvantaged	KS2 % meeting expected standard:			Combined R/W/M	38%	43%	Reading	52%	67%	Maths	41%	48%	GPS	54%	57%	Writing (TA)	61%	67%	KS2 % meeting exceeding standard:			Combined R/W/M	2%	0%	Reading	7%	5%	Maths	7%	5%	GPS	13%	19%	Writing (TA)	11%	19%	<p>Focus on reading has been a success, the quality of the teaching and learning of reading has dramatically increased across school</p> <p>Next term's focus will be on maths to ensure we raise attainment in maths to impact on combined results</p>	<p>None.</p> <p>Time for SLT to analyse data and to carry out PPMs.</p>
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		<ul style="list-style-type: none"> • Learning walks show an improvement in the quality of teaching and learning across school • Pupil voice shows that children feel they are supported well in lessons and enjoy their learning. PP children are often given appropriate additional support by an adult. • Book looks reflect high expectations for PP children • Support given by ALT in PPA has been successful and feedback from staff has been good <p><u>March Review:</u> *Due to the impact of Covid-19 and school closures from March 2020, it is not possible to provide evidence for this section.</p> <ul style="list-style-type: none"> • All children provided with home learning during lockdown • All children received a weekly KIT call to check on welfare and progress in learning • All children received feedback on their learning via Dojo or over the phone every week <p>Success criteria partially met. This was a success but unable to measure impact due to lack of data.</p>																				
<p>The % of PP pupils achieving ARE is too low.</p>	<p>Consistent and quality first teaching</p> <p>Progress of disadvantaged has been tracked and early intervention put in place as required</p> <p>Identify each PP child's individual needs.</p> <p>Pupil Progress meetings, with a focus on the progress of PP pupils.</p> <p>Quality First Teaching – Lesson Observations: By the end of the year 100% of teaching to</p>	<p><u>December Review:</u></p> <table border="1" data-bbox="616 932 1173 1198"> <thead> <tr> <th>Pupil Group</th> <th>All</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td colspan="3">KS1 % meeting expected standard:</td> </tr> <tr> <td>Reading - Mock SATs</td> <td>31%</td> <td>29%</td> </tr> <tr> <td>Maths - Mock SATs</td> <td>32%</td> <td>29%</td> </tr> <tr> <td>GPS - Mock SATs</td> <td>41%</td> <td>50%</td> </tr> <tr> <td>Writing (TA)</td> <td>51%</td> <td>50%</td> </tr> </tbody> </table>	Pupil Group	All	Disadvantaged	KS1 % meeting expected standard:			Reading - Mock SATs	31%	29%	Maths - Mock SATs	32%	29%	GPS - Mock SATs	41%	50%	Writing (TA)	51%	50%	<p>Focus on reading has been a success, the quality of the teaching and learning of reading has dramatically increased across school</p> <p>Next term's focus will be on maths to ensure we raise attainment in maths to impact on combined results</p>	<p>None.</p> <p>Time for SLT to analyse data and to carry out PPMs.</p>
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be consistently good or better and triangulate with books and data.

Work scrutiny to ensure appropriate challenge for all pupils.

Data analysis

Learning walks.

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KS2 % meeting expected standard:		
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- Quality first teaching is improving across school and becoming much more consistent
- Currently 63% of teaching is good or better (refer to TIAD monitoring)
- FFT interventions have shown an increase in reading ages of disadvantaged children. These children are making accelerated progress.
- Book looks show that there are high expectations for PP children

March Review:

*Due to the impact of Covid-19 and school closures from March 2020, it is not possible to provide evidence for this section.

- All children provided with home learning during lockdown
- All children received a weekly KIT call to check on welfare and progress in learning
- All children received feedback on their learning via Dojo or over the phone every week

Success criteria partially met. This was a success but unable to measure impact due to lack of data.

ii. Targeted support

Desired outcome	Chosen action/approach	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
INA children are not appropriately supported upon	Use of a L3 LSA to facilitate a comprehensive	<u>December Review:</u> <ul style="list-style-type: none"> • The LSC groups have been a success. Some children are off the programme and have now returned to class. 	Some of the best practice with regards to assessments in the school –	Cost of 2x L3 TA salaries half day = £24,000

<p>arrival to the country and school</p>	<p>support programme for children who are new arrivals focussing on language acquisition.</p>	<ul style="list-style-type: none"> • These children are making accelerated progress • Average number of objectives achieved per child is 70%. This has increased from 0%. • The % of objectives being met by that group is 85%. This has increased from 0%. <p><u>July Review:</u> *Due to the impact of Covid-19 and school closures from March 2020, it is not possible to provide evidence for this section.</p> <ul style="list-style-type: none"> • All INA children provided with personalised and specific home learning during lockdown to support their needs. • All children received a weekly KIT call to check on welfare and progress in learning • All children received feedback on their learning via Dojo or over the phone every week <p>Success criteria partially met. This was a success but unable to measure impact due to lack of data.</p>	<p>Welcomm, assessment trackers, Salford Reading tests etc Children making fantastic progress and some have returned to class</p> <p>Future of the groups: There are still children who need to access the groups Once children are back in class we look at the next wave of children who need to access the provision Groups are sustainable, use a plan do review format to look at how they develop When the building work is complete there will be a pastoral unit which could be run differently than the current 3 separate groups based on the needs we have of the children at the time</p>																																										
<p>There are an increasing number of PP children with social and emotional issues</p>	<p>PP children who require pastoral support to be targeted and supported</p>	<p><u>December Review:</u></p> <ul style="list-style-type: none"> • Pastoral team now in place • The number of incident recorded on CPOMS is decreasing • Bespoke behaviour support plans in place where appropriate • Attainment and progress increase for specific PP children has shown huge improvements <table border="1" data-bbox="660 1050 1444 1260"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">September</th> <th colspan="3">Now</th> </tr> <tr> <th>R</th> <th>W</th> <th>M</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Pupil A</td> <td>12</td> <td>WTS</td> <td>45</td> <td>28</td> <td>EXP</td> <td>66</td> </tr> <tr> <td>Pupil B</td> <td>22</td> <td>WTS</td> <td>54</td> <td>30</td> <td>EXP</td> <td>61</td> </tr> <tr> <td>Pupil C</td> <td>20</td> <td>WTS</td> <td>34</td> <td>29</td> <td>EXP</td> <td>62</td> </tr> <tr> <td>Pupil D</td> <td>2</td> <td>PKS</td> <td>36</td> <td>17</td> <td>WTS</td> <td>58</td> </tr> </tbody> </table> <p><u>July Review:</u></p> <ul style="list-style-type: none"> • Vulnerable list of children used to target support during lockdown • Daily KIT calls for all vulnerable children • Support with external agencies tracked on separated document • 1.6.2020 when schools reopened vulnerable children encouraged to attend school • Pastoral team on site to support vulnerable children 		September			Now			R	W	M	R	W	M	Pupil A	12	WTS	45	28	EXP	66	Pupil B	22	WTS	54	30	EXP	61	Pupil C	20	WTS	34	29	EXP	62	Pupil D	2	PKS	36	17	WTS	58		<p>Cost of TA 2 = £21,000</p>
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		<ul style="list-style-type: none"> £80 used to pay for petrol to transport 2 vulnerable children into school every day <p>Success criteria partially met. This was a success however will need to continue next year. The impact of Covid-19 and school closure has meant an increase in social and emotional issues across different families. This needs to be a focus again next year in light of this.</p>		
There has been an increase in the number of pupils who come into Reception with additional needs linked to speech and language	<p>A Level 3 LSA will be trained to deliver quality Wellcomm interventions across EYFS.</p> <p>85% of children with S&L needs are PP.</p>	<p><u>December Review:</u></p> <ul style="list-style-type: none"> 65% of the children accessing Wellcomm interventions have completed the programme 100% of the children accessing the programme have made 2 or more levels progress All children have made good progress (more than 3 levels progress using the Wellcomm assessments) <p><u>July Review:</u></p> <p>*Due to the impact of Covid-19 and school closures from March 2020, it is not possible to provide evidence for this section.</p> <p>Success criteria partially met. This was a success but unable to measure impact due to lack of data.</p>		Cost of TA annual salary = £24,000
iii Whole school strategies				
Attendance for PP children is too low.	<p>Child friendly attendance displays in all classrooms.</p> <p>Home visits where no contact made or absent pupil is classed as vulnerable/at risk of PA</p> <p>Termly rewards for good attendance</p> <p>Provision of Breakfast Club targeted at poor attenders/punctuality</p>	<p><u>December Review:</u></p> <p>Current attendance:</p> <ul style="list-style-type: none"> PP: 97.61% Non PP: 95.17% <p><u>July Review:</u></p> <p>*Due to the impact of Covid-19 and school closures from March 2020, it is not possible to provide evidence for this section.</p> <p>Success criteria partially met. This was a success but unable to measure impact due to lack of data and school closures. This will need to be a priority again next year.</p>	<p>Role of attendance officer is very successful. Relationships have been developed with families to increase percentage.</p> <p>Attendance prizes in assembly have raised the profile of attendance for all children.</p> <p>Use of tracker to identify children for teachers to monitor has had a positive impact. CPOMS reflect conversations happening more regularly.</p>	Attendance officer salary (over half) = £19,322

	<p>Sol attendance used to track children's attendance and target children/families who need support.</p> <p>Class teachers log attendance conversations with parents on CPOMS.</p>																					
<p>PP children do not have access to wider experiences and enrichments.</p>	<p>Child-led curriculum designed around children's interests.</p> <p>Trips/visitors/play in a day planned around the curriculum topic areas.</p> <p>A wide variety of extracurricular activities provided for target PP children.</p> <p>Curriculum lead to map out enrichment opportunities across topics in all year groups.</p> <p>Pupil voice.</p> <p>Robust monitoring of books to look at the impact of the experiences.</p>	<p><u>December Review:</u></p> <ul style="list-style-type: none"> • Book looks reflect increase in cultural capital due to implementation of new curriculum • Mini deep dives reflect high expectations of children's knowledge • Pupil interviews show that curriculum is not narrowed for children who are disadvantaged <table border="1" data-bbox="618 826 1171 1094"> <thead> <tr> <th>Pupil Group</th> <th>All</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td colspan="3">KS1 % meeting expected standard:</td> </tr> <tr> <td>Reading - Mock SATs</td> <td>31%</td> <td>29%</td> </tr> <tr> <td>Maths - Mock SATs</td> <td>32%</td> <td>29%</td> </tr> <tr> <td>GPS - Mock SATs</td> <td>41%</td> <td>50%</td> </tr> <tr> <td>Writing (TA)</td> <td>51%</td> <td>50%</td> </tr> </tbody> </table>	Pupil Group	All	Disadvantaged	KS1 % meeting expected standard:			Reading - Mock SATs	31%	29%	Maths - Mock SATs	32%	29%	GPS - Mock SATs	41%	50%	Writing (TA)	51%	50%	<p>New curriculum introduced has had a positive impact on cultural capital. New intent which is very relevant and appropriate for our children.</p> <p>How do we pay for PP children for trips and visits? Trips and visits policy to be revised.</p> <p>Consider more trips/experiences to develop cultural capital e.g. travelling on public transport</p> <p>New assessment system from February – using Target Tracker to assess progress in foundation subjects accurately.</p>	<p>None.</p> <p>£3000 for visitors to school</p> <p>£5000 – extra curricular activities</p>
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Hub lead to ensure a variety of after school clubs are available and targeted to PP children.

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Combined R/W/M	38%	43%
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Money spent so far:

- £3000 for visits to increase cultural capital.
- African drumming workshop: £319
- Owl visit: £325?
- Inflatable Museum: £380

Still remaining: £1,976

July Review:

- £80 used to transport vulnerable children into school
- £300 used to buy year 6 leavers hoodies and fund a socially distanced leavers picnic to support the SEMH of year 6 children leaving school during lockdown

Still remaining: £1596

Success criteria partially met. This was a success but unable to measure impact due to lack of data. Due to lockdown and school closures, trips and wider experiences were unable to happen. Funding was used in a different way to have a positive impact on the children. This will need to be a priority again next year.

3. Prior Year attainment

Attainment for: 2018-2019 (pupils) Whole school *No data available for 2019-2020 due to Covid-19. Previous year's data used instead.

Pupils eligible for PP (your school)

Pupils not eligible for PP

% achieving expected standard or above in reading, writing and maths

29%

40%

% achieving expected standard or above in reading	47%	40%
% achieving expected standard or above in writing	59%	63%
% achieving expected standard or above in maths	53%	55%
% achieving expected standard or above in reading Y2	87.5%	57%
% achieving expected standard or above in writing Y2	87.5%	59%
% achieving expected standard or above in maths Y2	87.5%	59%
% achieving expected standard or above in phonics Y1	67%	70%
% achieving expected standard or above in GLD	100%	64%

4. Barriers to future attainment (for pupils eligible for PP, including high ability) Please refer to the EEF documents Teaching and Learning Toolkit, Families of schools database and Evaluation Tool and also the Pupil Premium Awards website

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

A.	Covid catch up including Recovery Curriculum
B.	Speech, language and communication
C.	Ability to access greater depth learning – lack of challenge

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

D.	Attendance for ALL pupils including PP pupils
E.	Parental engagement – lack of skills/knowledge of English language to be able to support children
F.	Pupils lack of first-hand experiences and opportunities

5. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children catch up on missed learning due to the impact of Covid-19	Improving the percentage of pupils achieving ARE in their year group (65%)
B.	Increased attendance for all pupils, including PP pupils	Attendance for PP pupils to increase from 93.8% (2017/18) to 95% or higher (2017/18)
C.	Increase the percentage of more able PP pupils achieving ARE and greater depth in all year groups.	At least 6% of pupils per year group to achieve Greater Depth in RWM. At least 60% of pupils per year group to achieve ARE in RWM.

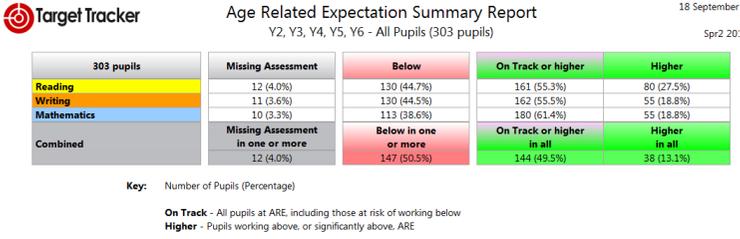
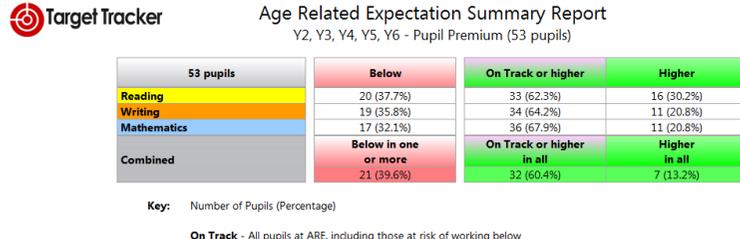
6. Planned expenditure

Academic year	2020/21
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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

Issue identified	Action to be taken	What is the evidence and rationale for this choice?	Intended outcome	Staff lead	Expected life span of strategy (months/Years)	Costs (Does this include non PP)
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						funding in addition?)						
<p>PP children have huge gaps in their learning due to the impact of Covid-19. PP children need to make accelerated progress in reading, writing and maths to ensure there is no in school gap between PP and non-PP children. Reading and phonics are a huge focus for these children. A Reading Recovery Team is in place to target these individuals in phonics and Reading.</p>	<p>Quality First Teaching – Lesson Observations: By the end of the year 100% of teaching to be consistently good or better and triangulate with books and data.</p> <p>ALT to support in PPA where appropriate</p> <p>Pupil Progress meetings to include a focus on PP pupils</p> <p>Work scrutiny to include one PP pupil's book from each class</p> <p>Learning walks and lesson observations</p> <p>Recovery Curriculum in place in every year group</p> <p>Additional capacity in each Key Stage to facilitate Recovery Curriculum</p> <p>Rigorous assessment systems in place</p>	<p>Children have missed a lot of learning which they need to catch up on. Many children do not speak English as their first language so will have had limited opportunities to do this during the lockdown period. Although online learning during lockdown was a success, it cannot replace quality first teaching in the classroom and therefore has caused a dip in attainment.</p> <p>Current outcomes (Sept 2020):</p> <p>All pupils:</p>  <p>PP:</p>  <p>Non PP:</p>	<p>All children will make accelerated progress in reading, writing and maths.</p> <p>Trajectory of achievement of PP children maintained in line with peers throughout the school, so that outcomes at each assessment point are in line with peers.</p> <p>By the end of Summer 2020 65+% of PP children in every year group will achieve ARE regardless of their starting point.</p> <p>Measurable impact of children achieving ARE across the school broken down:</p> <table border="1"> <tr> <td>December:</td> <td>30%</td> </tr> <tr> <td>March:</td> <td>50%</td> </tr> <tr> <td>July:</td> <td>65%</td> </tr> </table>	December:	30%	March:	50%	July:	65%	<p>ALT</p> <p>All staff</p>	<p>Half-termly and at end of school year.</p>	<p>Time for curriculum lead to work with subject leaders on the Recovery Curriculum.</p> <p>Time for ALT and subject leaders to conduct monitoring and deep dives (learning showcases) to monitor quality of learning</p> <p>Time for effective and rigorous assessments to be carried out</p> <p>Cost of part time teacher as extra capacity in Key Stage 1 = £32,000</p> <p>Cost of part time teacher as extra capacity in Key</p>
December:	30%											
March:	50%											
July:	65%											

Additional broken down assessments in Year 1 to ease transition from ELG to NC

Reading Recovery Teacher employed and Early Reading Team in place

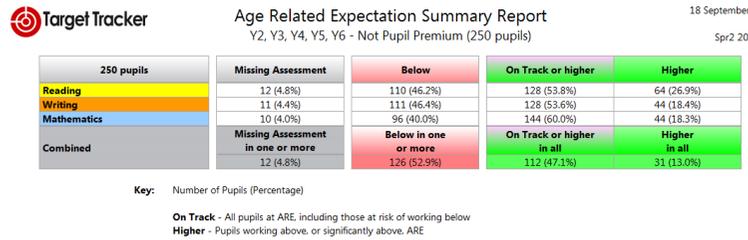
Nurture Groups in place to target specific children

Teach First student employed to release Assistant Principal to support planning and delivery in year 1

Deploy Associate Principal as extra capacity to teach Reading in Year 6

Phonics lead received additional training from RWI

All EYFS and KS1 staff received additional phonics training from RWI



Stage 2 = £26,000

Cost of Level 2 TA to support in Reading Team = £21,000

ii Targeted support

Issue identified	Action to be taken	What is the evidence and rationale for this choice?	Intended outcome	Staff lead	Expected life span of strategy (months/Years)	Costs (Does this include non PP funding in addition?)
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<p>INA children are not appropriately supported upon arrival to the country and school. Children who were new to the country just before lockdown, have regressed in their English language development.</p>	<p>Use of a L3 LSA to facilitate a comprehensive support programme for children who are new arrivals focussing on language acquisition.</p>	<p>There are a growing number of INA children joining our school from Nursery to year 6. Their families are new to the area and currently receive little support.</p>	<p>To ensure INA children make accelerated progress To ensure INA children and their families are fully supported To ensure the social emotional and mental health and well-being of INA children is catered for To ensure INA children make accelerated progress in their first 6-8 weeks of school</p>	<p>ALT</p>	<p>Half-termly review. Final review July 2021</p>	<p>Cost of 2x L3 LSA salaries half day = £24,000</p>
<p>There are an increasing number of PP children with social and emotional issues. This has been heightened due to the experiences some children have had during the Covid-19 pandemic.</p>	<p>Recovery Curriculum in place, focussing heavily on SEMH of children. PP children who require pastoral support to be targeted and supported. Support for vulnerable children and their families including involvement of outside agencies tracked on separate spreadsheet to enable us to monitor each case and target support appropriately and effectively.</p>	<p>Not enough pastoral support has been given to our most vulnerable PP children. Data analysis shows some of our PP children not making expected progress as their social and emotional needs are a barrier to their learning.</p>	<p>PP children will be fully supported and the school will effectively meet the personal, social (wellbeing) and academic needs of students</p>	<p>ALT NB LC</p>	<p>Half-termly review. Final review July 2021</p>	<p>Cost of L2 LSA = £21,000</p>
<p>There has been an increase in the number of pupils who come into Reception with additional needs linked to speech and language. These children had not yet made enough</p>	<p>Robust assessment systems in place in year 1 Phonics lead attended S&L training and delivered training to all EYFS and KS1 staff</p>	<p>85% of children with S&L needs are PP This proved effective last year and saw those children with S&L needs accessing their learning in the classroom much more effectively and therefore make accelerated progress.</p>	<p>Pupils able to access the curriculum more effectively and make accelerated progress in line with their ability</p>	<p>ALT HF YM</p>	<p>Half-termly review. Final review July 2021</p>	<p>Cost of L3 LSA annual salary (half the salary as only morning sessions) = £12,000 Time allocated to rigorous assessments</p>

<p>progress before lockdown commenced therefore year 1 now has an increase in speech and language needs.</p>	<p>Recovery Phonics Curriculum in place linked to Elklan to develop vocabulary alongside key words from phonics sessions.</p> <p>A Level 3 LSA will be trained to deliver quality Wellcomm interventions across EYFS.</p> <p>Effective Reception Baseline in place to identify children with S&L issues early</p>					<p>Time allocated to training staff</p> <p>Time for EYFS lead to train staff on Reception baseline</p>
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iii Whole school strategies

Issue identified	Action to be taken	What is the evidence and rationale for this choice?	Intended outcome	Staff lead	Expected life span of strategy (months/Years)	Costs (Does this include non PP funding in addition?)																
<p>Attendance for PP children is too low. Some of these children spent lockdown in a different country so are isolating on return.</p>	<p>Child friendly attendance displays in all classrooms. Home visits where no contact made or absent pupil is classed as vulnerable/at risk of PA Termly rewards for good attendance Provision of Breakfast Club targeted at poor attenders/punctuality Sol attendance used to track children's attendance and target children/families who need support. Class teachers log attendance conversations with parents on CPOMS.</p>	<p>Attendance for whole school 2018/19 was 95.12%, which was an increase on the previous year but still the below Government expectation of 95.8%.</p> <p>Attendance for whole school before lockdown 2019/20:</p> <table border="1" data-bbox="683 1098 1072 1406"> <thead> <tr> <th>Year Group</th> <th>Attendance %</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>93.52%</td> </tr> <tr> <td>Year 1</td> <td>94.89%</td> </tr> <tr> <td>Year 2</td> <td>95.15%</td> </tr> <tr> <td>Year 3</td> <td>96.15%</td> </tr> <tr> <td>Year 4</td> <td>96.43%</td> </tr> <tr> <td>Year 5</td> <td>96.48%</td> </tr> <tr> <td>Year 6</td> <td>95.98%</td> </tr> </tbody> </table>	Year Group	Attendance %	Reception	93.52%	Year 1	94.89%	Year 2	95.15%	Year 3	96.15%	Year 4	96.43%	Year 5	96.48%	Year 6	95.98%	<p>By the end of Summer 2021, PP children's attendance will be at or above 96.2%. A culture of attending school will become the norm for our targeted families which will impact positively upon attainment and achievement.</p>	<p>ALT LC NP</p>	<p>Half-termly review. Final review July 2021.</p>	<p>Attendance officer salary (over half) = £18,000</p>
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		<p>Non-PP children's attendance is better than PP in most year groups. The gap needs to close.</p> <table border="1" data-bbox="680 363 1169 639"> <thead> <tr> <th>Year Group</th> <th>Attendance % PP</th> <th>Attendance % Non PP</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>90.07%</td> <td>95.56%</td> </tr> <tr> <td>Year 1</td> <td>95.02%</td> <td>94.95%</td> </tr> <tr> <td>Year 2</td> <td>94.47%</td> <td>95.46%</td> </tr> <tr> <td>Year 3</td> <td>94.98%</td> <td>97.30%</td> </tr> <tr> <td>Year 4</td> <td>95.22%</td> <td>97.16%</td> </tr> <tr> <td>Year 5</td> <td>95.56%</td> <td>97.15%</td> </tr> <tr> <td>Year 6</td> <td>94.65%</td> <td>96.58%</td> </tr> </tbody> </table>	Year Group	Attendance % PP	Attendance % Non PP	Reception	90.07%	95.56%	Year 1	95.02%	94.95%	Year 2	94.47%	95.46%	Year 3	94.98%	97.30%	Year 4	95.22%	97.16%	Year 5	95.56%	97.15%	Year 6	94.65%	96.58%				
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<p>PP children do not have access to wider experiences and enrichments</p>	<p>Trips/visitors/play in a day planned around the curriculum topic areas.</p> <p>A wide variety of extracurricular activities provided for target PP children.</p> <p>Curriculum lead worked with subject leaders to map out curriculum opportunities across their subjects, including TASC designed lessons led by BLP</p>	<p>Children have limited life experiences and struggle to make links in their learning.</p> <p>Reading results in KS1 and KS2 show that children have a lack of knowledge about the subject they are reading about.</p>	<p>Children will be able to make links in their learning and therefore make more progress. By Summer 2021, PP children will have achieved 65+% ARE for their year group.</p> <p>Measurable impact of children achieving ARE across the school broken down:</p> <table border="1" data-bbox="1211 1027 1480 1123"> <tbody> <tr> <td>December:</td> <td>30%</td> </tr> <tr> <td>March:</td> <td>50%</td> </tr> <tr> <td>July:</td> <td>65%</td> </tr> </tbody> </table> <p>Pupil voice will reflect the positive impact that the enrichment and wider opportunities have had on the children. 100% of pupils will confirm the positive impact the experiences have had on their learning.</p> <p>Inclusion in the full life of the school.</p>	December:	30%	March:	50%	July:	65%	<p>ALT</p>	<p>Half-termly review. Final review July 2021.</p>	<p>£2020 For trips/experiences</p>																		
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