

Raising Attainment and Achievement of Disadvantaged Pupils'

Research undertaken by NFER has identified common elements within schools which are more successful in raising disadvantaged pupils' attainment.

At the District CE we use our pupil premium funding to:

Support a whole- school ethos of attainment for all

The District has a whole school ethos of high attainment for all. We subsidise opportunities for experiential learning, including educational trips and visitors, enrichment activities and resources, including staffing. We provide a higher ratio of staff in EYs to ensure early intervention has maximum impact.

Addressing behaviour and attendance

At The District we work with our children and families to build emotional resilience. We offer support to children and families through our pastoral team, nurture groups, PSHE curriculum and targeted interventions. Our strategic attendance lead works with families to address barriers to attending school.

Provide high quality teaching for all

We have high standards at The District and we provide our children with welcoming environments in which to learn and feel safe in. Our staff have high expectations and teach high quality lessons, providing children with ongoing feedback about how to improve their learning. All our staff receive high quality professional development and have access to high quality resources to support the pupils' individual needs.

Meet individual learning needs

We have developed our curriculum to challenge and inspire children. We invest time to build strong relationships with our children and we seek the best strategies to help every individual achieve the next step in their learning. We provide individual support for children with specific SEND needs and personalise our teaching approach to ensure all children are taught appropriately for the stage they are at.

Deploy staff effectively

We ensure that all our children are taught by the best teachers and that our teaching assistants are effectively deployed to support pupils' learning needs. At times some of our children require a specific intervention to aid their learning and we use our pupil premium funding to support this.

Respond to evidence and data

At The District we use a range of assessments to identify and diagnose pupils' learning needs. We review children's progress regularly and we work with parents and other agencies to ensure that pupils receive the support and interventions required to aid their progress and attainment. We consistently analyse our data to address any actions arising and address any underperformance. Our pupils receive regular feedback about their learning and how to improve.

Ensure clear, responsive leadership

We invest in our leadership team who set high expectations and are aspirational for all our children. Staff are held to account for raising attainment and a rigorous monitoring and evaluation schedule is in place. We hold regular leadership meetings to discuss and identify ways to improve practice and we invest in staff professional development to build knowledge and capacity across the school and developing leaders at all levels.

Pupil Premium Strategy Statement 2019-2020

At The District CE Primary School, we are committed to ensuring all our children have equal opportunities to achieve their full potential. To ensure this happens, schools in England are provided with additional funding through a pupil premium grant.

Pupil Premium is additional to main school funding. It is used to address inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The funding for the academic year is split in two. The first half is September-March and the second half is April-August.

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as Ever 6 FSM). Schools also receive funding for children who have been looked after for 1 day or more, adopted from care or are the children of service personnel.

Schools decide how the Pupil Premium Grant is spent since they are best placed to assess what additional provision should be made in supporting individual pupils and they use this to narrow the attainment and achievement gap between pupil premium and non-pupil premium students. The 2019-2020 pupil premium funding in primary schools is £1320 per child.

'It is for schools to decide on how the pupil premium, allocated to schools per free schools meal pupil, is spent since they are best placed to assess what additional provision should be made for the individual pupil within their responsibility' DfE.

At The District CE we aim to provide quality first teaching as a priority to support pupils to further develop and improve their knowledge, skills and understanding. We invest in improving the quality of teaching and learning and providing research based interventions to diminish the difference in the attainment gap between our disadvantaged and non-disadvantaged pupils. We aim to develop practice and provision of the highest standard to enable all pupils to achieve their potential through a relentless focus on the attainment and progress of our disadvantage pupils and an awareness of their needs in everything we do.

Around 36% of our students are eligible for Pupil Premium which is significantly higher than the national figure. The District CE recognises that each pupil has different needs, concerns and aspirations and we aim to provide a tailored offer of education, care and support within the framework of our Christian ethos and values, ensuring the best possible outcomes for everyone.

At The District CE Mrs Shelford the Headteacher has overall strategic responsibility for pupil premium. Claire Ryder the Deputy Headteacher is the school Pupil Premium Champion. The lead Governor for Pupil Premium is Frank Maguire. The Headteacher presents a pupil premium report to Governors termly and the impact of spend is evaluated and reviewed.

Annex 2c: Pupil premium strategy statement (primary)

Summary information					
Data taken from January 2018 Census					
School	The District CE Primary School				
Academic Year	2019/2020	Total PP budget	£182.313	Date of most recent PP Review	14.3.18
Total number of pupils	343	Number of pupils eligible for PP	123	Date for next internal review of this strategy	Dec 19

2. Current attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected in reading, writing & maths	44%	71%
expected progress in reading	-1.2	TBC
expected progress in writing	-0.8	TBC
expected progress in maths	-2.9	TBC

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

In-school barriers

A.	Attainment on entry is below age related expectation for almost all pupils (on entry into Nursery and Reception) in some instances significantly so.
B.	Pupils demonstrate limited language skills. Acquisition is poor due to narrow experiences and 'language deficit' environment at home.
C.	Under stimulation within the home learning environment, lack of books, access to enriching experiences and other parental priorities/issues which affect parental mental health and well-being.

D.	Children's learning and progress is inconsistent and affected by home circumstances including poor routines (impact on attendance/punctuality), lack of boundaries, low aspirations/expectations or more troubling circumstances such as domestic abuse and substance misuse.	
E.	Pupils not being ' <i>ready to learn</i> ' in class and demonstrate poor learning skills such as difficulties with organisation, commitment and resilience.	
External barriers		
F.	Poorer attendance and punctuality due to parental support to attend school regularly on time, but also affected in part by more prevalent illnesses, due to poor housing conditions and diet.	
G.	Higher than average social deprivation and limited life experiences.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A	<ul style="list-style-type: none"> • Increase the percentage of children leaving Nursery and entering Reception at age related expectation, specifically within the Prime Areas of Learning. • Increase the percentage of pupils achieving a Good Level of Development at the end of Reception, closing the gap with pupils nationally. 	<ul style="list-style-type: none"> • Data demonstrates an upward trend at the end of the Nursery year, specifically within the Prime Areas. • More than 52% of all pupils and more than 33% of pupil premium pupils achieve a Good Level of Development in 2019. The gap between pupil premium and other pupils closes
B	<ul style="list-style-type: none"> • Improve the rate of progress and the attainment of pupil premium pupils in all year groups. 	<ul style="list-style-type: none"> • Pupils eligible for PP make accelerated progress to 'catch up' to their peers. The attainment gap between pupil premium and others in reading, writing, maths and GPS closes.
C	<ul style="list-style-type: none"> • Teachers demonstrate a detailed knowledge and understanding of all pupils eligible for funding. Barriers to learning are identified swiftly and removed. 	<ul style="list-style-type: none"> • Teachers articulate the impact that teaching and interventions have had on individual pupils. • Teachers are proactive in planning and delivering effective interventions at the point of need. • Teachers work with pastoral and other external services to ensure that pupils and families receive appropriate support and intervention.
D	<ul style="list-style-type: none"> • Increase the rate of attendance for pupils eligible for the grant and reduce the rate of persistent absence. 	<ul style="list-style-type: none"> • The rate of overall attendance for Pupil Premium pupils increases to match that of other pupils.
E	<ul style="list-style-type: none"> • Improve language acquisition in the Early Years and develop the range of vocabulary the pupils use and understand across school. 	<ul style="list-style-type: none"> • Pupils demonstrate increased understanding and use a range of vocabulary appropriate to their age and stage. • Assessments demonstrate improvements for identified pupils.

F	<ul style="list-style-type: none"> • Increase parental engagement and participation to improve knowledge and understanding of year group expectations and raise aspirations. 	<ul style="list-style-type: none"> • Parents participate in events and activities offered, gaining a greater understanding of how pupils learn. • Parents are well informed about year group expectations. • Parents are involved in activities which raise aspirations and articulate how they will support their child.
G	<ul style="list-style-type: none"> • Improve pupils readiness to learn, equipping pupils with life skills and developing learning behaviours to help them succeed. 	<ul style="list-style-type: none"> • Pupils are equipped with the skills to participate in their learning and learn with their peers. • Learning skills and behaviours are evident in every day school life. • Pupils show resilience and commitment to tasks

5. Planned expenditure

Academic year

2019/2020

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 first teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Increase the percentage of pupil premium pupils (inc LAC) who achieve Exp + in Reading, Writing and Maths combined in Y1 to Y6.</p>	<ul style="list-style-type: none"> • Set individual pupil targets. • Set a combined measure target for PP. • Hold start of year data meetings with each class teacher, specifically focusing on provision for disadvantaged pupils. • Designated Teacher to track progress of LAC and monitor impact of interventions. • Calculate the combined measure following each assessment week and discuss at pupil progress meetings. • Identify target pupils to achieve the expected standard and continue to embed 'structured conversations'. • Use personal study time to address misconceptions and plug gaps. • Implement homework groups and small group tuition groups and tutoring. • Pupil premium champion to monitor the impact of the strategy, analyse data, identify and share excellent practice. • Pp champion hold half termly meetings with each class teacher to evaluate progress and provision for 	<ul style="list-style-type: none"> • 45% of disadvantaged pupils in KS1 achieved the expected standard in the combined measure in 2019. • 44% of disadvantaged pupils in KS2 achieved the expected standard in the combined measure in 2019. The school will endeavour to close the gap between disadvantaged pupils and others. • The rigorous focus on pupil level data will facilitate professional dialogue between class teachers and senior leaders to identify actions. • Parents will understand year group expectations and know how to support their child at home. • Pupil premium champion will raise the profile across school and ensure that evidence based/innovative approaches are shared and implemented. • EEF Toolkit: -Small group tuition +5 mths -Extending school time 	<ul style="list-style-type: none"> • The pupil premium champion will report to governors on a termly basis and SLT on a half termly basis. • data analysis and pupil reviews will identify pupil's attainment and progress. 	<p>CR TS</p>	<p>December 2019 April 2020 July 2020</p>

<p>Provide quality first teaching which is never less than good. Teachers use effective assessment (formative) to identify gaps in knowledge and skill and differentiate lessons to ensure adequate challenge and support.</p>	<ul style="list-style-type: none"> • Implement the CPD programme tailored to need. • Introduce whole class feedback sessions in Maths and English. • Implement formative assessment strategies shared during September Inset. • Develop the teacher study approach. • Designate leadership time to monitor teaching/feedback in class, review progress in books and improve marking/presentation and upskill subject leads. • Implement support plans to address any weaknesses in teaching. • Provide pre and post teaching interventions to address misconceptions and bridge gaps in learning. • Use research based evidence to inform practice – EEF metacognition report. • Improve pupil feedback. Hold pupil voice meetings with disadvantaged groups and LAC pupils to inform practice • Improve the knowledge, skills and understanding of LSAs to improve the in class support pupils receive. 	<ul style="list-style-type: none"> • Quality first teaching has the greatest impact on pupil attainment and progress. • The use of formative assessment and quality feedback is proven to aid progress. • Evidence based research is proven to inform practice. • High quality LSA support can positively impact on pupil outcomes (see EEF toolkit) +1 month. • EEF Toolkit: -Metacognition +7mths -Feedback +8mths 	<ul style="list-style-type: none"> • Rigorous pupil progress meetings to monitor progress and attainment and identify actions arising. • Monitor and review individual support plans, moving the process forward if required. • Adapt the monitoring calendar as required to ensure focused monitoring of any areas of underperformance or concern. Monitor the performance of LSAs. • Consult with staff and gather feedback on the effectiveness of the CPD programme. 	<p>CR LS TS CC</p>	<p>October 2019 December 2019 February 2020 April 2020 July 2020</p>
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<p>Increase the percentage of disadvantaged pupils achieving Exp+ in reading in all year groups.</p>	<ul style="list-style-type: none"> • Provide high quality CPD for Teachers and LSAs. <ul style="list-style-type: none"> -dialogic book talk -sharing bags -real life experiences -book based approach -non fiction November • Work with parents of disadvantaged pupils to increase the rate and frequency of reading at home. • homework and reading café groups to support pupils who do not read frequently at home. • Use interventions to good effect to improve attainment and support progress: <ul style="list-style-type: none"> -Better reading -Nuffield Early Language Intervention -Comprehension target groups -Reading buddies -ELKLAN -Wellcom -LSA target intervention groups. -1:1/small group tutoring. 	<ul style="list-style-type: none"> • Data demonstrates some attainment gaps between disadvantaged pupils compared with other pupils. • KS1 Attainment demonstrates that 55% achieved EXS+ • KS2 Attainment demonstrates that 53% achieved EXS+ • EEF Toolkit: <ul style="list-style-type: none"> -Phonics +4mths -Small group tuition +4mths -Peer tutoring +6mths -1:1 tuition +5mths -Reading comprehension strategies +6mths -Parental engagement +3mths 	<ul style="list-style-type: none"> • Progress towards actions reviewed on a termly basis and reporting to governors. • Termly data reports to SLT and governors. • Intervention impact reviews. 	<p>CR TS</p>	<p>December 2019 April 2020 July 2020</p>
<p>Increase the percentage of disadvantaged pupils achieving Exp+ in writing in all year groups.</p>	<ul style="list-style-type: none"> • Provide high quality CPD for Teachers and LSAs. <ul style="list-style-type: none"> - Real life experiences - Write Stuff - Grammartastics - Fantastics - SPAG terminology - Whole class feedback • Ensure parents understand year group expectations. • Implement the language and vocabulary strategy. • Use interventions to good effect to improve attainment and support progress: <ul style="list-style-type: none"> -LSA target intervention groups. 	<ul style="list-style-type: none"> • Data demonstrates some attainment gaps between disadvantaged pupils compared with other pupils. • KS1 Attainment demonstrates that 50% achieved EXS+ • KS2 Attainment demonstrates that 66% achieved EXS+ • EEF Toolkit: <ul style="list-style-type: none"> -Small group tuition +4mths -Peer tutoring +6mths -1:1 tuition +5mths -Parental engagement +3mths -1:1 tuition +5mths 	<ul style="list-style-type: none"> • Progress towards actions reviewed on a termly basis and reporting to governors. • Termly data reports to SLT and governors. • Intervention impact reviews. 	<p>TS CR</p>	<p>December 2019 April 2020 July 2020</p>

<p>Increase the percentage of disadvantaged pupils achieving Exp+ in maths in all year groups.</p>	<ul style="list-style-type: none"> • Provide high quality CPD for Teachers and LSAs. <ul style="list-style-type: none"> - home sharing bags - maths skills - whole school calculation policy - CPA and using manipulatives - maths talk - whole class feedback • Implement a coaching and team teach model to improve practice. • Work with parents of disadvantaged pupils to make provision for additional support at home in basic skills. • Use question level analysis and develop interventions to good effect to improve attainment and support progress: <ul style="list-style-type: none"> -Maths Whizz and other digital approaches -Bespoke group intervention -Maths ambassador peer support -LSA target intervention groups. -1:1/small group tutoring. • Use White Rose progress tests to monitor progress at the end of each unit. • Introduce 'Maths Skills' sessions from Y1-Y6 which focus on basic skills. 	<ul style="list-style-type: none"> • Data demonstrates some attainment gaps between disadvantaged pupils compared with other pupils. • KS1 Attainment demonstrates that 50% achieved EXS+ • KS2 Attainment demonstrates that 53% achieved EXS+ • EEF Toolkit: <ul style="list-style-type: none"> -Small group tuition +4mths -Peer tutoring +6mths -1:1 tuition +5mths -Parental engagement +3mths -1:1 tuition +5mths -Digital technology +4mths 	<ul style="list-style-type: none"> • Progress towards actions reviewed on a termly basis and reporting to governors. • Termly data reports to SLT and governors. • Intervention impact reviews. 	<p>CC SA</p>	<p>December 2019 April 2020 July 2020</p>
Total budgeted cost					See costs attached

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented	Staff lead	When will you review implementation?
<p>Increase the percentage of disadvantaged pupils achieving a good level of development.</p>	<ul style="list-style-type: none"> Document use of EYPP and impact of interventions Deliver a targeted parental engagement programme (PIP) with a focus on reading, writing and maths, underpinned with a focus on PSED. Deliver 1:1 phonics tutoring for identified pupils. Invite identified parents to attend RWI sessions in school. Deliver focus writing interventions tailored to children's interests. Develop a bespoke media boxes approach to encourage additional reading and writing at home. Additional LSA support within Reception to reduce adult child ratios and provide additional adult intervention. Participate in the Hanen programme. Implement the EYs wellbeing project. 	<ul style="list-style-type: none"> 44% of disadvantaged pupils achieved a GLD in 2019 compared to 68% of other pupils. EEF Toolkit: <ul style="list-style-type: none"> -Reducing class size +3mths -Phonics +4mths -EYs intervention +5mths -Parental involvement +3mths 	<ul style="list-style-type: none"> Half termly review of disadvantaged pupil progress and attainment. Evaluation of provision mapping for EYPP and PP pupils. Termly data reports to SLT and governors. 	<p>KH SF CR</p>	<p>December 2019 April 2020 July 2020</p>
<p>Improve the engagement and participation of vulnerable pupils to improve access to learning and increase rates of progress.</p>	<ul style="list-style-type: none"> Introduce a structured conversation approach for targeted pupils. Nurture group provision Involve the Head Pupils and STARS in embedding the District learner values and attitudes across school. Work towards Rights Respecting School Silver and ensure vulnerable pupils have involvement throughout. Provide bespoke pastoral support for pupils and parents to improve access to the curriculum. Raise parental aspirations through specific targeted programmes and visits (university visit, careers week, etc.) 	<ul style="list-style-type: none"> A greater number of disadvantaged pupils require intervention to improve engagement and participation. EEF Toolkit: <ul style="list-style-type: none"> -Parental engagement +3mths -Social and emotional learning +4mths -Behaviour interventions +3mths 	<ul style="list-style-type: none"> Staff and pupil consultation to gather feedback. Use Insight tracking to monitor the impact of support on attendance, attainment and progress. Parent case studies to demonstrate impact. 	<p>SS BH</p>	<p>December 2019 April 2020 July 2020</p>

<p>Improve pupils' language and range of vocabulary.</p>	<ul style="list-style-type: none"> • Deliver high quality staff training to promote language acquisition and close the word gap. <ul style="list-style-type: none"> - access to high quality texts - whole school approach - specific daily teaching of vocabulary – ‘Word Aware STAR approach’ - daily reading time - barrier games - talk threads - Early Talk Boost - Talking partners - Nuffield Early Language intervention - Hanen programme • Use evidence based research and professional expertise: <ul style="list-style-type: none"> -Jean Gross, ‘Closing the Word Gap’ -The Communication Trust ‘Communicating the Curriculum’ and ‘Better Communication Research Programme’ -Voice 21 – ‘Oracy the Four Strands’, <p>Implement the Language and Communication strategy developing practice of language:</p> <ul style="list-style-type: none"> -Communication- supportive classroom environments - Explicit teaching of generically useful vocabulary - Evidence- based language intervention programmes. <ul style="list-style-type: none"> • Use a range of assessment tools to identify need and plan interventions (Wellcomm toolkit, Elklan, BPVS, etc.) • Work towards the Communication Friendly Schools Award. • Embed approaches within Early Years to improve children’s early speech, language and communication including Talking Tables, Communication Friendly spaces, Every Child a Talker, etc. 	<ul style="list-style-type: none"> • Children’s range of vocabulary is limited which affects access to age appropriate texts. • EYs data indicates that 63.8% achieved GDL in 2019 v 51.6 % in 2018. • 80.9% achieved in Communication and Language which is above local data. • Early Talk Boost +6 months • Talking Partners +18 months • NELI: +4months • EEF Toolkit: <ul style="list-style-type: none"> -Oral language strategies +5mths -EYs intervention +5mths 	<ul style="list-style-type: none"> • Progress towards actions reviewed on a termly basis and reporting to governors. • Progress in assessments over time. • Audit tool and evidenced improvements. • EYs C&L data 	<p>TS HW KH GH</p>	<p>December 2019 April 2020 July 2020</p>
Total budgeted cost					See costs attached

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve attendance and punctuality of disadvantaged pupils.	<ul style="list-style-type: none"> Senior leader with responsibility and appraisal target for improving attendance. Focused monitoring of disadvantaged pupils documented, reviewed termly and actions/improvements recorded. HT holds half termly attendance supervision meetings. Monitor attendance of LAC v non LAC First day visit response to all PA pupils and vulnerable groups. APDR+ approach to early intervention. Hold meetings with Y2 and Y6 parents at start of the academic year to raise awareness. Hold settling in meetings with all Reception parents in September to raise awareness. Celebrate improvements in attendance. Attendance team meets with all parents re pupils with attendance below 95%. Punctuality raffle. 	<ul style="list-style-type: none"> Case studies demonstrate that removal of barriers is essential to pupils' access to education. Improved attendance and punctuality ensures that children access all lessons, which in turn improves progress. 	<ul style="list-style-type: none"> Half termly attendance reports. Monthly supervision meetings with attendance lead. 	SS DB	October 2019 December 2019 February 2020 April 2020 July 2020
Improve pupils' readiness to learn and equip them with the necessary skills to participate fully in their learning.	<ul style="list-style-type: none"> Metacognition strategies from INSET training are implemented into daily teaching and learning. Pupils are explicitly taught learning skills – organisation, time management and how they learn best. Growth mindset strategies are implemented in all year groups. A positive climate for learning in all classrooms is encouraged, promoting resilience and motivation. Alternative curriculum is delivered to address particular needs and reviewed half termly. Emotionally literacy interventions. 	<ul style="list-style-type: none"> Pupils have limited learning skills which impacts on pace and rate of their learning. Explicit teaching and modelling of life skills is needed to prepare pupils for their next stages in education. 	<ul style="list-style-type: none"> Curriculum monitoring Half termly review of disadvantaged pupil progress and attainment. Staff and pupil consultation to gather feedback. 	CR TS AHTs KS leads CTs	December 2019 April 2020 July 2020

<p>Ensure that children have appropriate support and intervention to improve their behaviour, health and well-being</p>	<ul style="list-style-type: none"> • Embed the Thrive approach (see Thrive development plan/overview) within school. Deliver a programme of staff training to raise awareness and ensure the approach is woven throughout all school practice and provision. • Implement revised PSHE scheme across the whole school with the focus being on three prime areas – Health and Wellbeing, Relationships and Living in the Wider World. • Implement EYs well-being programme, roll out to Nursery and Y1-Y6. • Wellbeing boards used in every classroom. • Deliver targeted pastoral support based on assessment of need. • Improve pupil resilience, confidence and independence through a range of approaches: <ul style="list-style-type: none"> -District learner -Meta cognition -Arts and sports participation -PSHE scheme of work -Rights Respecting Schools, etc. • Increase access to nurture group provision informed by diagnostic assessment. 	<ul style="list-style-type: none"> • Contextual information about the school and individual pupils. • Evidence based research of the impact of pupil well-being on attainment and progress. • EEF Toolkit: <ul style="list-style-type: none"> -Social and emotional learning +4mths -Behaviour interventions +4mths -Arts/sports participation +2mths 	<ul style="list-style-type: none"> • Impact of intervention monitored through Boxall Profile, SDQ, pupil questionnaires, etc. • Monitoring of practice and consistency of the school approach. 	<p>CR SS AHTs KS leads CTs</p>	<p>December 2019 April 2020 July 2020</p>
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<p>Enrich the curriculum, broadening the life experiences of pupils and raise aspirations.</p>	<ul style="list-style-type: none"> • Implement 'power of possibility' strategy – Dream it, Believe it and Achieve it. • Weekly 'World Wise' sessions which explore current affairs. • Aspirations and achievements are regularly recognised and celebrated. • Education trips and visitors are planned for in every year's group (see enrichment overview). • Provide a bespoke package of extra-curricular activities to broaden pupils' experiences and opportunities. • Plan and deliver a range of pupil engagement weeks with a specific learning focus. • Further develop provision during wellbeing Wednesdays exploring the arts and physical activity. • Implement new PSHE scheme across the whole school with the focus being on three prime areas – Health and Wellbeing, Relationships and Living in the Wider World. • Subsidise educational trips. • Subsidise the Y6 residential. • Subsidise patron of reading visits. 	<ul style="list-style-type: none"> • All of these experiences enrich the life of the child and promote a holistic approach to supporting pupil well-being and are interrelated with good attainment and progress. Opportunities such as these provide enriching language experiences. • EEF Toolkit: -Collaborative learning +5mths 	<ul style="list-style-type: none"> • Termly Headteacher report to governors. • Pupil voice. • Enrichment overview. 	<p>AHTs KS Leads Subject Leads CTs</p>	<p>December 2019 April 2020 July 2020</p>
Total budgeted cost					£See costs attached

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)
<p>Increase the percentage of pupil premium pupils (inc LAC) who achieve Exp + in Reading, Writing and Maths combined in Y1 to Y6.</p>	<ul style="list-style-type: none"> • Set individual pupil targets. • Set a combined measure target for PP. • Hold start of year data meetings with each class teacher, specifically focusing on provision for disadvantaged pupils. • Designated Teacher to track progress of LAC and monitor impact of interventions • Calculate the combined measure following each assessment week and discuss at pupil progress meetings. • Identify target pupils to achieve the expected standard and introduce 'structured conversations'. • Use personal study time to address misconceptions and plug gaps. • Implement homework groups and small group tuition groups. • Identify pupil premium champion to monitor the impact of the strategy, analyse data, identify and share excellent practice. 	<ul style="list-style-type: none"> • Ks1 disadvantaged pupils reading - 55% 2019 v 43% 2018. • Ks1 disadvantaged pupils writing - 50% 2019 v 43% 2018. • Ks1 disadvantaged pupils maths - 50% 2019 v 50% 2018. • Ks1 combined – 45% 2019 v 36% 2018 • Ks2 disadvantaged pupils reading - 53% 2019 v 54% 2018. • Ks2 disadvantaged pupils 	<ul style="list-style-type: none"> • Improve individual teacher knowledge of disadvantaged pupils prior attainment. Identify standardised /scaled scores of daily planning. Allocate specified targets groups to each class teacher to improve progress and attainment. • Allocate target groups to each class teacher to engage pupils and parents in structured conversations. • Introduce an interactive clipboard approach to ensure TAs and teachers persistently address gaps in knowledge and skills.
<p>Provide quality first teaching which is never less than good. Teachers use effective assessment (formative) to identify gaps in knowledge and skill and differentiate lessons to ensure adequate</p>	<ul style="list-style-type: none"> • Implement the CPD programme tailored to need. • Embed teacher rounds peer support approach. • Designate weekly leadership time to monitor teaching/feedback in class, review progress in books and improve marking/presentation and upskill subject leads. • Implement support plans to address any weaknesses in teaching. • Provide pre-teach and catch up sessions to get pupils on track. • Use research based evidence to inform practice – EEF metacognition report. • Improve pupil feedback. Hold pupil voice meetings with disadvantaged groups and LAC pupils to inform practice • Improve the partnership between teachers and LSAs. 	<ul style="list-style-type: none"> • Bespoke CPD programme for staff addressed School, Local and National needs. (See CPD overviews) • The purchase of additional resources has supported improvements in the quality of teaching and learning- maths mastery, • LAC review recognised pupils progress and the support they receive. • LSA's have received relevant, 	<ul style="list-style-type: none"> • Quality first teaching and intervention has the greatest impact on outcomes. Teachers must be pro-active in establishing a baseline assessment and sourcing resources and strategies to plug gaps in learning and impact on outcomes. • Further professional development is required to strengthen knowledge and understanding of formative assessment. Policy to be consistent across all classes.

<p>Increase the percentage of disadvantaged pupils achieving Exp+ in reading in all year groups.</p>	<ul style="list-style-type: none"> • Write and implement a raising attainment reading plan, with a specific focus on PP. • Work with parents of disadvantaged pupils to increase the rate and frequency of reading at home. • Use interventions to good effect to improve attainment and support progress: <ul style="list-style-type: none"> -Better reading -Comprehension target groups -Reading buddies -LSA target intervention groups. -1:1/small group tutoring. 	<ul style="list-style-type: none"> • Ks1 disadvantaged pupils reading - 55% 2019 v 43% 2018. • Ks2 disadvantaged pupils reading - 53% 2019 v 54% 2018. 	<ul style="list-style-type: none"> • Continue to invest in subject specific training and professional development. • Rigorously monitor impact of interventions: <ul style="list-style-type: none"> 1:1 phonics Better Reading Beat Dyslexia Fresh Start • Introduce a whole school initiative to improve parental engagement in home
<p>Increase the percentage of disadvantaged pupils achieving Exp+ in writing in all year groups.</p>	<ul style="list-style-type: none"> • Write and implement a raising attainment writing plan, with a specific focus on PP. • Ensure parents understand year group expectations. • Utilise teacher rounds approach to improve practice. • Use interventions to good effect to improve attainment and support progress: <ul style="list-style-type: none"> -Pupil led book reviews and follow up -Writing buddies -LSA target intervention groups. -1:1/small group tutoring. 	<ul style="list-style-type: none"> • Ks1 disadvantaged pupils writing - 50% 2019 v 43% 2018. • Ks2 disadvantaged pupils writing - 66% 2019 v 58% 2018. 	<ul style="list-style-type: none"> • Continue to invest in subject specific training and professional development. • English lead to coach identified teachers. • Provision of team teaching opportunities, led by English lead.
<p>Increase the percentage of disadvantaged pupils achieving Exp+ in maths in all year groups.</p>	<ul style="list-style-type: none"> • Write and implement a raising attainment maths plan, with a specific focus on PP. • Commission external consultant to audit the teaching of maths across school, identify actions and implement. Monitor, review and evaluate. • Achieve the Maths Quality Mark. • Implement a coaching and team teach model to improve practice. • Work with parents of disadvantaged pupils to make provision for additional support at home in basic skills. • Use question level analysis and develop interventions to good effect to improve attainment and support progress: <ul style="list-style-type: none"> -Maths Whizz and other digital approaches -Bespoke group intervention -Maths ambassador peer support -LSA target intervention groups. -1:1/small group tutoring. 	<ul style="list-style-type: none"> • Ks1 disadvantaged pupils maths - 50% 2019 v 50% 2018. • Ks2 disadvantaged pupils maths - 53% 2019 v 50% • Achieved the Silver Liverpool Counts Quality Mark. • Lesson study approach has supported staff with planning, lesson structure and assessment in maths. Positive feedback and monitoring shows evidence of improved teaching and learning. 	<ul style="list-style-type: none"> • Continue to invest in subject specific training and professional development. • Further roll out lesson study approach across school, led by DHT. • Commission a deep dive focus on maths, use learning to further improve practice. • Consistently deliver a daily skills lesson. • Implement a teacher tutorial approach, four days a week.

ii Targeted Support

<p>Increase the percentage of disadvantaged pupils achieving a good level of development.</p>	<ul style="list-style-type: none"> • Document use of EYPP and impact of interventions • Deliver a targeted parental engagement programme (PIP) with a focus on reading, writing and maths, underpinned with a focus on PSED. • Deliver 1:1 phonics tutoring for identified pupils. • Invite identified parents to attend RWI sessions in school. • Deliver focus writing interventions tailored to children’s interests. • Develop a bespoke media boxes approach to encourage additional reading and writing at home. • Engage in the EYs maths leadership project in partnership with the teaching school, with a specific focus on raising attainment for disadvantaged pupils. • Additional LSA support within Reception to reduce adult child 	<ul style="list-style-type: none"> • 2019 44% GLD disadvantaged pupils v 33% in 2018 	<ul style="list-style-type: none"> • Targeted 1:1 phonics daily. • Tailored parental engagement programme informed by data analysis. • Focused talk for writing sessions x 3 per week. • Well-being project to support the development of learning behaviours and improve readiness for school. • High ratio of practitioners per pupil.
<p>Improve the engagement and participation of vulnerable pupils to improve access to learning and increase rates of progress.</p>	<ul style="list-style-type: none"> • Introduce a structured conversation approach for targeted pupils. • Nurture group. • Involve the pupil leadership team in embedding the District learner values and attitudes across school. • Raise parental aspirations through specific targeted programmes and visits (university visit, careers week, etc.) • Work towards Rights Respecting School and ensure vulnerable pupils have involvement throughout. • Provide bespoke pastoral support for pupils and parents to improve access to the curriculum. 	<ul style="list-style-type: none"> • Structured conversations implemented across school and successful partnerships created. • Impact of nurture evidenced. • RRS bronze achieved. • Increasing number of children and families receive bespoke pastoral support. 	<ul style="list-style-type: none"> • Provide bespoke learning opportunities informed by individual pupil needs, and further develop alternative curriculum. • Gain RRS silver award. • Deliver bespoke parenting programme to improve parental engagement and support for pupils. • Increase access to nurture group sessions. • Deliver a daily sensory group.

<p>Improve pupils' language and range of vocabulary.</p>	<ul style="list-style-type: none"> • Create a language and communication champion to lead the communication strategy across school. • Use a range of assessment tools to identify need and plan interventions (Wellcomm toolkit, Elklan, BPVS, etc.) • Work towards the Communication Friendly Schools Award. • Embed approaches within Early Years to improve children's early speech, language and communication including Talking Tables, Communication Friendly spaces, Every Child a Talker, etc. 	<ul style="list-style-type: none"> • Language and communication strategy developed using evidence based research. • Teachers are able to use additional assessments to inform their knowledge and understanding of pupil progress and attainment. • Assessment tools have provided accurate and measurable baselines. 	<ul style="list-style-type: none"> • Monitor the implementation of the language strategy and provide suitable training and guidance to all staff. • Utilise staff skills and training, e.g. ELKLAN champion, EAL support, etc. to build capacity within school. • Implement strategies as set out in SIP and English development plan.
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ii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact	Lessons learned
<p>Improve attendance and punctuality of disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Senior leader with responsibility and appraisal target for improving attendance. • Focused monitoring of disadvantaged pupils documented, reviewed termly and actions/improvements recorded. • Monitor attendance of LAC including post LAC v non LAC • First day visit response to all PA pupils and vulnerable groups. • APDR+ approach to early intervention. • Hold meetings with Y2 and Y6 parents at start of the academic year to raise awareness. • Hold settling in meetings with all Reception parents in September to raise awareness. • Provision of two week holiday at Whit to reduce term time absence and enable families to access low cost holidays. • Celebrate improvements in attendance. 	<ul style="list-style-type: none"> • Increased parental participation through enrichment events. • Impact evidenced for identified pupils. 	<ul style="list-style-type: none"> • Monitor how APDRs are used and ensure teacher workload is considered. • Weekly emails to class teachers to facilitate dialogue with parents re attendance/punctuality. • Increase capacity from pastoral lead to support attendance initiatives and strategies. • Continue to provide 'magic breakfast' to offer an early, healthy start to the day. • Provide free breakfast provision for targeted pupils. • Relaunch class attendance award. • Purchase a community noticeboard, situated at the front of the site to raise awareness.

<p>Enrich the curriculum, broadening the life experiences of pupils and raise aspirations.</p>	<ul style="list-style-type: none"> • Provide a bespoke package of extra-curricular activities to broaden pupils' experiences and opportunities. • Plan and deliver a range of pupil engagement weeks with a specific learning focus. • Subsidise educational trips. • Subsidise the Y6 residential for LAC. • Subsidise patron of reading visits. 	<ul style="list-style-type: none"> • Extra- curricular activities have been well attended. • Enrichment calendar outlines the range of opportunities pupils received. • Positive pupil voice from pupils/staff/parents who attended the Y6 residential. • Well-being Wednesday pilot received positively by pupils and staff. 	<ul style="list-style-type: none"> • Continue to review the entitlement that PP pupils receive and how our curriculum can be adapted to provide experiences that equip pupils for their next stage in learning. • Consult with parents and pupils re prior experiences and use analysis to inform programme of activities. • Develop a bespoke character curriculum to enrich pupils' cultural capital and personal development from 2-11 years.
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PUPIL PREMIUM COSTINGS SEPTEMBER 2019-AUGUST 2020

	Expenditure	Income
Pupil Premium Allocation		182,313
SLT	34,863	
Pastoral Team	82,028	
LA3 Intervention support	40,641	
LA2 Intervention support	20,156	
Salary totals	177,688	
50% of following		
Accelerated Reader	1,350	
Books	500	
Focus Weeks	500	
Attendance Rewards	150	
CPD	500	
Curriculum Enrichment	500	
Trips	1,000	
Extended Clubs	1,000	
Uniform	500	
PACE Recharge	295	
Learn to Play Live	1,500	
Intervention totals	7,795	
GRAND TOTAL	185,483	Overspend £3,170