

Impact Report

Pupil Premium Strategy

2019- 2020



Quality of teaching for all

Desired outcome	Chosen action / approach	Impact
<p>Improve the rate of progress for eligible pupils in Reception Class</p>	<p>Additional Teaching Assistants to ensure smaller numbers of pupils receive targeted teaching Additional staff will ensure quality first teaching across the Phase and provide targeted intervention</p> <p>Promote additional outdoor learning opps to improve engagement and language/communication skills</p> <p>Speak Write speech therapist to provide CPD for staff, small group work, 1- 1 support for identified EYFS children including KS1 children.</p> <p>EYFS parent workshops to support the early years development</p> <p>Conversation corners being a new driven area with the EE EYFS provision</p> <p>Early identification of learning difficulties for early years pupils and targeted outside agencies contacted to support</p>	<p>Deb Wilshaw (Speakwrite) has supported EYFS staff to introduce Colourful semantics to support language development. 1:1 and small group work continues to be delivered. Children to be assessed in Nursery once Reception support has ceased.</p> <p>Conversation corners continue to be reviewed and refreshed to inspire and support language development.</p>
<p>Ensure that potential Higher Ability pupils eligible for the grant make accelerated progress leading to increased number achieving above the age related expectation</p> <p>Y3 Reading, Writing Y2 R, W Y4 Maths</p>	<p>Appointment of intervention teacher High quality CPD based on quality first teaching.</p> <p>Introduction of new higher level text based reading. Review of existing topics</p>	<p>3 children currently at ARE are receiving Intervention for HAP DA reading & Writing – targeting GDS objectives since September</p> <p>2 targeted in Y3 and receiving additional support and challenge</p> <p>2 targeted in Y4 Maths – receiving pre-teaching and additional support</p>
<p>Ensure that in Y1-4 the attainment gap between pupils eligible for the grant and other pupils closes in reading, writing and maths</p> <p>Y2 and Y4 reading Y2 and Y4 writing Y4 Maths</p>	<p>Improve the opportunities for writing CPD including for SPAG and teacher assessment. Increase the opportunities for application of writing across the curriculum and for pleasure. Access and CPD to LAP toolkits to enhance progress Focussed additional support from TAs and additional teacher. Broaden range of learning opportunities to promote engagement eg visits, visitors, outdoor learning Creative writing, physical development, reading & maths workshops, for parents.</p>	<p>Gaps as of July 2019 Y2 reading is 14% (DA 64% and NDA 78%) Y4 reading is 13% (DA 75% and NDA 88%)</p> <p>Y2 writing is 11% (DA 73% and NDA 84%) Y4 writing is 23% (DA 58% and NDA 81%)</p> <p>Y4 maths 15% (DA 75% and NDA 90%)</p> <p>Intervention has taken place since September Y2 by RF for reading and writing Y4 daily reading, additional comprehension</p>

		Diamond group for writing Preteaching for maths
Total budgeted cost		£47, 600

Targeted support

Desired outcome	Chosen action / approach	Impact
<p>Ensure that potential Higher Ability pupils eligible for the grant make accelerated progress leading to increased number achieving above the age related expectation</p> <p>Y2 and Y4 reading Y2 and Y4 writing Y4 Maths</p>	<p>Provide additional small group work/intervention for Highest ability PP eligible pupils</p> <p>Gold challenge is pushed – exposed more from the potential Silver challenge group</p>	<p>SLT Monitoring continues to provide challenge for teachers and helped them reflect on which challenge children are attempting and staff are now actively encouraged children to challenge themselves to the higher work.</p>
<p>Ensure that in Y1-4 the attainment gap between pupils eligible for the grant and other pupils closes in reading, writing and maths</p> <p>Y2 and Y4 reading Y2 and Y4 writing Y4 Maths</p>	<p>Experienced Teachers and support staff identified to lead smaller group teaching of core areas. This ensures 'quality first' teaching.</p> <p>Implement some formal interventions to support gross and fine motor skills</p> <p>Apply the strategies from the toolkits and make the reasonable adjustments</p>	<p>The second wave of Intervention progress meetings have been undertaken by SEND leader and progress measured. Intervention is still being delivered daily – focus has changed to Reading inline with OFSTED focus on phonics and early reading skills.</p>
<p>Create a whole school approach to identifying, supporting and assessing SEMH issues and provide a wider range of opportunities for social and emotional development</p>	<p>Employ a specialist counsellor for 1/2 day per week to support on a 1:1 and group basis as required</p> <p>Trailblazers to support children with mental health needs</p> <p>Mental health team to support families with availability at parents evening and half termly dropins</p> <p>Broaden staff awareness of specific SEMH issues Develop growth mindset approaches in staff and pupils</p> <p>Forest school KS1 &2 intervention to support mental health wellbeing</p>	<p>Visyon counsellor has continued to support children and families in school and continues to have a waiting list of children.</p> <p>KH from Trailblazers has been working with a group of Y4 children developing skills to support transition</p> <p>Forest school intervention have been supporting Y1 children and 4 Y3 pupils</p>
Total budgeted cost		£12,274

Other Approaches

Desired outcome	Chosen action / approach	Impact
Significantly close the attendance gap between PP and NPP pupils	Daily contact/monitoring Support clinics Accessibility to support online, face to face and paper based Target focus families for intense support Provide breakfast club Provide for basic needs- clothes /equipment Provide transport	DA attendance is currently below national (96.3%) at 95.2% March. However February's actual figure was 97% for the first time since November and so should have a positive effect on cumulative figure soon The gap between NDA and DA is 0.9% (DA 95.2% and NDA 96.1%) DA This is 6 children with below 90% attendance. AttendEDC are supporting the office staff, holding clinics and sending letters. Staff are using the Triple A strategy to support the families to improve attendance
Improve both parental and pupil engagement and support for the parents of pupils eligible for PP	To ensure that all children are able to attend all visits by subsidising these and providing enrichment opportunities such as music lessons and additional extended school provision. Ensure a range of clubs are offered throughout the school day and many without a cost attached Increase the pupil leadership team to provide a sense of responsibility and raise self-esteem Become more involved with community and MAT events	CFLP has hosted a Pirate Maths day for DA LAP pupils across the MAT. 12 DA children were selected from each school to attend Music for Youth event organised by Ed Gillespie Paid for 5 DA children to attend the Standon Bowers residential trip Pay for children to attend Swimming and football after school clubs Provide Before and after school care for several children to support families
Improve both parental and pupil engagement and support for the parents of pupils eligible for PP	Ensure all PP parents have access to written and verbal communication- via workshops, information evenings, website fun engagement events and informal events. Invite parents in for Secret reader Select parents for trip helps – don't ask for volunteers. Weekly parent dropins Parent engagement days Refer to agencies for help –eg Home Start.	Communication continue to increase weekly reminders for events are issued each Monday either verbally or in written format. This is also advertised on newsletter. Good support for Parent engagement days, Parents are slow to complete online surveys on Google docs Secret reader has been very successful this term, with a marked increase of parents and grandparents getting involved. DA parents have been individually approached and are encouraged to get involved. Next steps to host a Trailblazers drop in to support parents
Total budgeted cost		£4,000

