

Impact Report

Pupil Premium Strategy

2019- 2020



Quality of teaching for all

Desired outcome	Chosen action / approach	Impact
<p>Maintain the accelerated rates of progress for PP eligible pupils in Reception Class to ensure attainment gaps close for DA children .</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>AEN funding applications made where appropriate</p>	<p>Early indication to the new SEN intervention is positive. Children are having more regular intensive support is certainly building confidence for this group, who have in the past been lacking in confidence.</p> <p>Outdoor learning through forest schools is linking the cross curricular learning and key skills.</p> <p>Speak Write (Debbie Wilshaw) is supporting children with significant delay in the development of speech and language in the younger pupils. Her support benefits the pupils she supports and her professional advice supports all other pupils. Initial assessments have been made and 2 DA pupils receive her therapy.</p> <p>Physical development, reading, phonics and maths workshops have been attended in the reception by a third (3/9) of the DA parents</p> <p>Conversations corners are encouraging the EYFS pupils to engage in conversations and widen vocabulary.</p> <p>March Update Reception DA attainment is improving with a 80% now on track in maths The DAVNDA gap in Reception is closing in R & M</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>High quality CPD based on quality first teaching.</p> <p>Introduction of new higher level text based reading. Review of existing topics</p>	<p>6 on track DA pupils have been set the target to make accelerated progress thus working above expected attainment. This includes. 1 Y2 pupils to make accelerated progress in W & M. 3 Y3 pupils to make accelerated progress in W and in Y4, 1 pupils in M and 1 pupils in R to make accelerated progress.</p> <p>Lending library now in place</p> <p>March Update Data indicates gains made in Y2 & Y4 reading and Y3 & Y4</p>

		<p>maths for an increased % of DA working above ARE.</p> <p>DA Lap provision has been reviewed – new programme of LAP support to be rolled out</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>Improve the opportunities for writing CPD including for SPAG and teacher assessment.</p> <p>Increase the opportunities for application of writing and across the curriculum and for pleasure.</p> <p>Access and CPD to LAP toolkits to enhance progress</p> <p>Focussed additional support from TAs and additional teacher. Broaden range of learning opportunities to promote engagement eg visits, visitors, outdoor learning.</p> <p>Creative writing, physical development, reading & maths workshops, for parents.</p>	<p>March Update</p> <p>The DAV NDA gap is closing in:-</p> <p>Rec – in R & M</p> <p>Y1 – in W</p> <p>Y2 – in R, W & M</p> <p>Y4 – in W</p> <p>In the other areas, it has remained stable, other than Y3 W</p>
Total budgeted cost		£47,850

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>Provide additional small group work/intervention for highest ability PP eligible pupils</p> <p>Challenged 3 is pushed – exposed more from the potential challenge 2 group</p>	<p>5 on track DA pupils have been set the target to make accelerated progress thus working above expected attainment. (see above breakdown)</p> <p>March update</p> <p>Data indicates gains made in Y2 & Y4 reading and Y3 & Y4 maths for an increased % of DA working above ARE.</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>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>Interventions are in place where there is an identified need.</p> <p>March update</p> <p>The DAV NDA gap is closing in:-</p> <p>Rec – in R & M</p> <p>Y1 – in W</p> <p>Y2 – in R, W & M</p> <p>Y4 – in W</p> <p>Review of LAP DA provision, leading to a provision of daily basics</p>
<p>Create a whole school approach to identifying, supporting and assessing SEMH issues and provide a wider range of opportunities for social and</p>	<p>Employ a specialist counsellor for 1 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>Children have been identified and signposted to the relevant support. For 1 pupil, parents are also accessing the counselling service to apply the strategies at home.</p>

emotional development	<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>Lunchtime supervisor to assist with the unstructured lunch break – lead play, engage pupils</p>	<p>Trailblazer drop ins for parents to access have also begun and training for staff is taking place to provide classroom strategies.</p> <p>Lunchtime play CPD is booked to create sustained levels of engagement and strategies to support.</p> <p>March update SEMH pathway for signposting has been agreed across the MAT Forest schools - new Y3 pupils identifies Trailblazers – increase of pupil and parent access Lunchtime supervisors – play leaders training taken place to provide more purpose and structure to the lunchtime play</p>
Total budgeted cost		£4,760

Other Approaches

Desired outcome	Chosen action / approach	Impact
Significantly close the attendance gap between PP and NPP pupils	<p>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</p>	<p>The attendance for DA currently matches that of NDA at 96.3% - this is in line with national.</p> <p>However DA Persistent Absenteeism figure is below national by 2.6% (School 13.5% and National 10.9%) This is 5 children with below 90% attendance. Staff are using the Triple A strategy to support the families to improve attendance.</p> <p>March update <i>DA attendance still below national at 95.2% & PA at 14.3% (6 children)</i></p>
Improve both parental and pupil engagement and support for the parents of pupils eligible for PP	<p>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.</p> <p>Ensure a range of clubs are offered throughout the school day and many without a cost attached</p> <p>Increase the pupil leadership team to provide a sense of responsibility and raise self-esteem</p> <p>Become more involved with community and MAT events</p>	<p>Some DA trips (including Y4 Standon Bowers) have been funded to allow equal access.</p> <p>20 of the 47 DA children are accessing clubs.</p> <p>Pupil leadership roles are in place and their voices are being heard through minutes and assemblies. All DA children will fulfil a role to deepen pupil engagement.</p> <p>A number of events have taken place within the community, the most significant being with Tall Oakes nursing home. Pupils engage with residents and develop morally and emotionally through such experiences.</p> <p>March update Specific events eg- pirate maths, Youth for Music, leadership roles – have all targeted DA pupils pupils</p>

<p>Improve both parental and pupil engagement and support for the parents of pupils eligible for PP</p>	<p>Ensure all PP parents have access to written and verbal communication- via workshops, information evenings, website fun engagement events and informal events.</p> <p>Invite parents in for mystery reader</p> <p>Select parents for trip helps – don't ask for volunteers.</p> <p>Weekly parent dropins</p> <p>Parent engagement days</p> <p>Refer to agencies for help –eg Home Start.</p>	<p>Parents evening is attended well – eg from the 9 DA parents in reception, 8 attended parents evening and the other parent has a re-arranged appointment.</p> <p>Mystery readers begin in the Spring term.</p> <p>Following the September DA INSET training, staff have been considered more deeply how to reach out to the parents.</p> <p>March update</p> <p>Staff are going that extra step to engage with DA parents – they are thinking of the barrier before it arises.</p>
<p>Total budgeted cost</p>		<p>£3,000</p>