

## Pupil premium strategy 2019-20 (Impact 2018-19)

1. Summary information					
<b>School</b>	Cherry Orchard Primary School				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£108,240	<b>Date of most recent PP Review</b>	Sept 2019
<b>Total number of pupils</b>	482	<b>Number of pupils eligible for PP</b>	82	<b>Date for next internal review of this strategy</b>	December 2019 April 2020 Summer 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average - 2018)</i>
<b>% achieving expected standard or above in reading, writing &amp; maths (Y6)</b>	<b>71%</b>	<b>71%</b>
<b>% achieving ARE in reading (Y6)</b>	<b>76%</b>	<b>80%</b>
<b>% achieving ARE progress in writing (Y6)</b>	<b>71%</b>	<b>81%</b>
<b>% achieving ARE progress in mathematics (Y6)</b>	<b>88%</b>	<b>81%</b>
<b>% achieving expected standard or above in reading, writing &amp; maths (Y2)</b>	<b>38%</b>	<b>69%</b>
<b>% achieving ARE in reading (Y2)</b>	<b>56%</b>	<b>79%</b>
<b>% achieving ARE progress in writing (Y2)</b>	<b>38%</b>	<b>74%</b>
<b>% achieving ARE progress in mathematics (Y2)</b>	<b>69%</b>	<b>80%</b>

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Numbers of SEND pupils with significant and complex needs
<b>B.</b>	Many children eligible for pupil premium have reduced literacy experiences which impact upon English.
<b>C.</b>	Pupils enter Cherry Orchard with a below average baseline with many having poor oral language skills. The school is in the top 20% of schools for EAL pupils (17-18)

<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	A number of children eligible for pupil premium are impacted by family issues that require support from our pastoral team and sometimes outside agencies.	
<b>E.</b>	The percentage of PP pupils who are late is 1.3% greater than non PP pupils.	
<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Increase the percentage of PP pupils achieving GDS in writing by the end of KS2.	10% of PP pupils achieve GDS in writing.
<b>B.</b>	Improve outcomes for PP pupils in reading, writing and maths across EYFS, KS1 and lower KS2.	Attainment gap is closing or closed between PP and NPP
<b>C.</b>	All PP pupils are accessing extra-curricular activities.	90% of PP pupils attend at least one extra-curricular club.
<b>D.</b>	Improve the outcomes of boys writing.	Outcomes for boys writing are closer to/in line with national.
<b>E.</b>	Improve punctuality of PP pupils.	Reduce the rate of lates for PP pupils to below 1.5%
<b>F.</b>	Support learning of SEND pupils through quality first teaching/targeted interventions.	Progress evident on ITP continuums

<b>5. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2018 - 2019</b>		
<b>i. Quality of teaching for all</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p><b><u>Staff training and development</u></b></p> <p>Maths – teaching for mastery approach. Whole school staff training and resourcing.</p> <p>External staff training</p> <p>Resources to support the teaching of mathematics.</p> <p>Participation in the Teaching for Mastery group linked to the Central Maths Hub.</p>	<p>Pupils make accelerated progress in maths. KS1 PP and KS2 PP data shows a closing of the gap between other pupils.</p>	<p>Met – although the gap hasn't closed the progress figures for maths have increased from 2018. This has impacted on all pupils as well as PP pupils.</p> <p>Progress 2019 figures within school show the following:</p> <p><u>Maths</u></p> <p>FSM6 +1.5</p> <p>Non FSM +2.2</p> <p><b>Average progress in maths by prior attainment ?</b></p> <table border="1" data-bbox="784 446 1377 750"> <thead> <tr> <th rowspan="2">Prior attainment</th> <th colspan="2">Low ?</th> <th colspan="2">Middle ?</th> <th colspan="2">High ?</th> </tr> <tr> <th>All</th> <th>Dis</th> <th>All</th> <th>Dis</th> <th>All</th> <th>Dis</th> </tr> </thead> <tbody> <tr> <td>Group</td> <td>3</td> <td>1</td> <td>36</td> <td>5</td> <td>21</td> <td>4</td> </tr> <tr> <td>Number of pupils</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Number of pupils with adjusted scores</td> <td>-1.78</td> <td>1.15</td> <td>1.06</td> <td>0.63</td> <td>1.15</td> <td>0.97</td> </tr> <tr> <td>Progress score</td> <td>0.02</td> <td>0.66</td> <td>0.04</td> <td>0.34</td> <td>0.02</td> <td>0.21</td> </tr> <tr> <td>National average ?</td> <td>-1.80</td> <td>0.49</td> <td>1.02</td> <td>0.29</td> <td>1.13</td> <td>0.76</td> </tr> <tr> <td>Difference ?</td> <td>-7.9 to 4.3</td> <td>-9.5 to 11.9</td> <td>-0.7 to 2.9</td> <td>-4.2 to 5.4</td> <td>-1.2 to 3.4</td> <td>-4.3 to 6.3</td> </tr> </tbody> </table>	Prior attainment	Low ?		Middle ?		High ?		All	Dis	All	Dis	All	Dis	Group	3	1	36	5	21	4	Number of pupils	0	0	0	0	0	0	Number of pupils with adjusted scores	-1.78	1.15	1.06	0.63	1.15	0.97	Progress score	0.02	0.66	0.04	0.34	0.02	0.21	National average ?	-1.80	0.49	1.02	0.29	1.13	0.76	Difference ?	-7.9 to 4.3	-9.5 to 11.9	-0.7 to 2.9	-4.2 to 5.4	-1.2 to 3.4	-4.3 to 6.3	<p>Within school this approach to teaching mathematics needs to become embedded into practice and the second year of the Teaching for Mastery Cycle needs to be incorporated. The impact in all year groups needs to be closely monitored in order to see the long term benefit.</p> <p>Two staff members will continue to lead on the Teaching for Mastery Group.</p> <p>Another staff member has been accepted to become a NCETM PD lead and will embed practice.</p>	<p>External training £695</p> <p>Resources £3,500</p> <p>Staffing release to develop pedagogy and monitor approach £4776</p>
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**ii. Targeted support**

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<p><b><u>Staffing structure</u></b></p> <p>Additional teacher - Year 6</p> <p>An additional teacher will allow smaller class sizes.</p>	<p>Disadvantaged pupils achieve their individual targets. Disadvantaged pupils will make the same progress as other pupils nationally.</p>	<p>Progress figures within school show the following:</p> <p><u>Maths</u></p> <p>FSM6 +1.6</p> <p>Non FSM +2.3</p> <p><u>Writing</u></p> <p>FSM6 -0.8</p> <p>Non FSM -2.0</p> <p><u>Reading</u></p> <p>FSM6 -0.5</p> <p>Non FSM -0.3</p>	<p>This approach is cost effective for literacy and mathematics and the approach works for the teaching of these curriculum areas.</p> <p>The aim is to continue with smaller class sizes with additional members of staff to teach literacy and mathematics during the morning.</p>	<p>£32126</p>

<p><b><u>WELLCOMM</u></b></p> <p>Speech and Language support throughout Nursery, Reception and Year 1. Supporting children with individual needs through intervention groups and 1:1 work in the classroom.</p>	<p>Disadvantaged pupils achieving their individual targets in CLL.</p>	<p>Through targeted support of pupils across Nursery to Y1 the average review outcome was +0.33 on a scale from -2 to +2.</p> <p>71% of PP pupils achieved the expected standard in CLL in reception.</p>	<p>This approach has an impact on early language development which thus has an impact on reading and writing. It is important that all pupils are assessed using WELLCOMM as the start in the year in Nursery and Reception which would be a change from previous years. Pupils can then be targeted. As WELLCOMM is intended to support pupil up to 5 years old research to see if there is additional interventions for pupils with speech and language difficulties between 6 to 11 years.</p>	<p>£10305</p>
<p><b><u>Catch Up Literacy/Project X Code</u></b></p> <p>A teaching assistant will be employed full time to deliver specific intervention called Catch Up Literacy and Project X code to targeted pupils across KS2.</p>	<p>Accelerated progress seen by targeted disadvantaged pupils in reading.</p>	<p>Rigorous monitoring of this intervention through analysing reading ages and SATs scores shows a wide ranging amount of progress. Some pupils show an increase in their reading age of 11 months or even 24 months over the 9 months this intervention runs.</p> <p>The average review outcome was +0.11 on a scale from -2 to +2.</p> <p>It is noted that pupils who had received this intervention in previous years made greater progress.</p>	<p>This intervention does not deliver a short term impact but is seen to deliver a long term one with pupils who have received this intervention making accelerated progress over 2 years rather than one. This needs to be taken into account when analysing data.</p> <p>The approach is one that definitely has an impact and will continue next academic year.</p>	<p>Catch Up - £8132.40  Project X Code - £5460</p>
<p><b><u>Targeted maths, reading and writing support</u></b></p> <p>12 week programmes to support underperforming pupils in KS1 and KS2. Will run for 1 hour per week throughout the Autumn and Spring term.</p>	<p>PP pupils on track to achieve expected or accelerated progress by the end of the key stage.</p>	<p>Year 6 Maths Booster data shows an increase of 8 points on pupils' scaled scores from November to KS2 SATs. This figure was based upon 17 pupils. This compared to an average increase of 4 points on pupils' scaled scores for pupils who were not in a booster class. 88% of pupils in the booster sessions achieved the expected standard. Figures from the literacy booster show an average increase in 8 points on pupils' scaled scores – 80% of pupils achieved the expected standard in reading and writing.</p> <p>In year 2, 43% of pupils in maths boosters achieved the expected standard whilst 33% of pupils in writing boosters achieved the expected.</p>	<p>This approach has an impact on the progress of pupils in their participation of maths boosters. This approach would work again in Y6.</p> <p>This approach does not work for pupils in Y2.</p>	<p>£2268</p>
<p><b><u>Targeted support - Maths</u></b></p> <p>A teaching assistant will be employed to support pupils in Year 3 and 4.</p>	<p>Disadvantaged pupils achieving their individual targets.</p>	<p>Pupils in Y4 made progress and the gap is starting to narrow compared to their peers.</p>	<p>Investigate how different approaches such as pre tutoring would have an impact on the progress of pupils. Liaise with Inclusion leader to discuss other interventions.</p>	<p>£1728 (Y3)  £1944 (Y4)</p>

<p><b><u>Targeted support – Phonics</u></b></p> <p>A teaching assistant will support phonics interventions.</p>	<p>Disadvantaged pupils achieving their individual targets.</p>	<p>57% of PP pupils passed their phonics screening test. One pupil was absent and should have passed which would make 71%.</p>	<p>Rigorous teaching of phonics whole school means that all pupils are targeted. An additional intervention is not needed.</p>	<p>£2277.33</p>
<p><b><u>Targeted support – Literacy KS2</u></b></p> <p>A teaching assistant will be employed to deliver literacy interventions.</p>	<p>Disadvantaged pupils achieving their individual targets.</p>	<p>Pupils working in Y3 made steady progress more complex needs have been identified and targeted next year.</p> <p>Pupils in Y4 made progress and the gap is starting to narrow compared to their peers.</p>	<p>Investigate how different approaches such as pre tutoring would have an impact on the progress of pupils. Liaise with Inclusion leader to discuss other interventions.</p>	<p>£2728 (Y3)</p> <p>£2944 (Y4)</p>

### iii. Other approaches

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<p><b><u>Pastoral</u></b></p> <p>Learning mentors to specifically work with key PP pupils who need emotional and behavioural support.</p>	<p>Disadvantaged pupils more able to manage their emotions and access learning.</p>	<p>Met.</p> <p>Extremely positive feedback has been received from parents about the role of the learning mentors within the school. This impacts not just on families of PP pupils but NPP as well. The guidance and support given by the pastoral team is highly valued by all stakeholders. It improves the pupils' well-being which in turn impacts on achievement and attainment.</p>	<p>As a school this approach impacts on all pupils. To continue.</p>	<p>£24500</p>
<p><b><u>Extra-curricular activities</u></b></p> <p>Support with the extended curriculum, trips and clubs. Using My Maths and Manga High to support and extend learning at home. Pupils who express an interest are supported to play an instrument such as violin, keyboard or dhol.</p>	<p>Provide rich learning opportunities for disadvantaged pupils and to promote pupil well-being.</p>	<p>Music – 11 PP pupils attended additional peripatetic music lessons.</p> <p>My Maths subscription was suspended in January 2019 due to lack of use.</p> <p>Manga High use is closely monitored.</p>	<p>To continue to provide and promote a wider range of extra-curricular activities.</p> <p>Closely monitor Manga High for impact.</p> <p>Use Times table rockstars to support table recall and provide opportunities within school to use this.</p>	<p>Music £1815</p> <p>Manga High £420</p>

## 6. Planned expenditure

Academic year

2019 - 2020

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Action	Intended outcome	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><b><u>Staff training and development</u></b></p> <p>Whole school writing training delivered by literacy consultant based upon modelled writing. Focus upon lower ability and boys.</p> <p>High quality planning reflects the training.</p> <p>Writing moderation training attended and fed back.</p> <p>Excellent use of daily formative assessment to inform the adapting of short term planning.</p>	<p>A Increase the percentage of PP pupils achieving GDS in writing by the end of KS2.</p> <p>D Improve the outcomes of boys writing.</p>	<p>Whole school figures show that the amount of PP pupils achieving GDS in writing is lower than NPP 18/19.</p> <p>In 2018, boys PP was lower than the family group and Birmingham averages.</p> <table border="1"> <thead> <tr> <th colspan="5">Family of schools 2016-2018</th> </tr> <tr> <th colspan="5">% of pupils at least the expected standard in Reading, Writing and Maths (disadvantaged)</th> </tr> <tr> <th></th> <th></th> <th>School</th> <th>Family group</th> <th>Birmingham</th> </tr> </thead> <tbody> <tr> <td rowspan="3">2016</td> <td>All FSM6</td> <td>56%</td> <td>46%</td> <td>38%</td> </tr> <tr> <td>Boys FSM6</td> <td>43%</td> <td>43%</td> <td>35%</td> </tr> <tr> <td>Girls FSM6</td> <td>67%</td> <td>48%</td> <td>42%</td> </tr> <tr> <td rowspan="3">2017</td> <td>All FSM6</td> <td>69%</td> <td>53%</td> <td>48%</td> </tr> <tr> <td>Boys FSM6</td> <td>50%</td> <td>46%</td> <td>44%</td> </tr> <tr> <td>Girls FSM6</td> <td>88%</td> <td>59%</td> <td>53%</td> </tr> <tr> <td rowspan="3">2018</td> <td>All FSM6</td> <td>58%</td> <td>55%</td> <td>53%</td> </tr> <tr> <td>Boys FSM6</td> <td>29%</td> <td>45%</td> <td>48%</td> </tr> <tr> <td>Girls FSM6</td> <td>100%</td> <td>65%</td> <td>58%</td> </tr> </tbody> </table>	Family of schools 2016-2018					% of pupils at least the expected standard in Reading, Writing and Maths (disadvantaged)							School	Family group	Birmingham	2016	All FSM6	56%	46%	38%	Boys FSM6	43%	43%	35%	Girls FSM6	67%	48%	42%	2017	All FSM6	69%	53%	48%	Boys FSM6	50%	46%	44%	Girls FSM6	88%	59%	53%	2018	All FSM6	58%	55%	53%	Boys FSM6	29%	45%	48%	Girls FSM6	100%	65%	58%	<p>Monitoring through learning walks and observations of practice.</p> <p>Termly moderation of pupil progress.</p> <p>Termly reports to curriculum governors committee.</p>	<p>HT</p> <p>EYFS/KS1 literacy lead</p> <p>KS2 Literacy lead</p> <p>DHT assessment lead</p>	<p>Dec 2019</p> <p>April 2020</p> <p>July 2020</p> <p>Sept 2020</p> <p>Tracking system – Classroom Monitor £1166 FFT Aspire £595</p> <p>Training £1100</p> <p>Resources £3076.45</p> <p>Monitoring £1194</p> <p>3 day GDS writing course for both literacy leads. £2494.00</p> <p>Total £8525.45</p>
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<p><b><u>Staff training and development</u></b></p> <p>Whole school SEND training focusing on QFT in the classroom.</p> <p>High quality planning.</p> <p>Tracking of SEND pupils and how to identify next steps.</p>	<p>F Support learning of SEND pupils through quality first teaching/targeted interventions.</p>	<table border="1"> <thead> <tr> <th></th> <th>Pupils</th> <th>Reading Scaled Score</th> <th>Reading Value Added</th> <th>Writing Scaled Score</th> <th>Writing Value Added</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>63</td> <td>104.7</td> <td>-0.2</td> <td>100.4</td> <td>-1.9</td> </tr> <tr> <td>Female</td> <td>30</td> <td>105.7</td> <td>+0.6</td> <td>102.9</td> <td>-0.3</td> </tr> <tr> <td>Male</td> <td>33</td> <td>103.7</td> <td>-1.0</td> <td>98.1</td> <td>-3.4</td> </tr> <tr> <td>Higher attainers</td> <td>20</td> <td>109.9</td> <td>-0.2</td> <td>105.0</td> <td>-2.6</td> </tr> <tr> <td>Middle attainers</td> <td>39</td> <td>102.3</td> <td>-0.3</td> <td>99.8</td> <td>-1.5</td> </tr> <tr> <td>Lower attainers</td> <td>3</td> <td>96.0</td> <td>+0.8</td> <td>80.0</td> <td>-3.6</td> </tr> <tr> <td>Not SEN</td> <td>57</td> <td>105.0</td> <td>-0.3</td> <td>102.2</td> <td>-1.2</td> </tr> <tr> <td>SEN</td> <td>6</td> <td>99.3</td> <td>+0.7</td> <td>83.0</td> <td>-8.8</td> </tr> <tr> <td>Not FSM6</td> <td>46</td> <td>105.3</td> <td>-0.1</td> <td>100.3</td> <td>-2.3</td> </tr> <tr> <td>FSM6</td> <td>17</td> <td>103.2</td> <td>-0.5</td> <td>100.6</td> <td>-0.9</td> </tr> <tr> <td>Autumn Term</td> <td>23</td> <td>104.4</td> <td>-0.9</td> <td>101.0</td> <td>-2.4</td> </tr> <tr> <td>Spring Term</td> <td>18</td> <td>106.5</td> <td>+1.0</td> <td>99.7</td> <td>-2.0</td> </tr> <tr> <td>Summer Term</td> <td>22</td> <td>103.6</td> <td>-0.5</td> <td>100.2</td> <td>-1.4</td> </tr> </tbody> </table> <p>Data from FFT Aspire shows that in writing the progress of boys, lower ability and SEND groups needs to improve.</p>		Pupils	Reading Scaled Score	Reading Value Added	Writing Scaled Score	Writing Value Added	All Pupils	63	104.7	-0.2	100.4	-1.9	Female	30	105.7	+0.6	102.9	-0.3	Male	33	103.7	-1.0	98.1	-3.4	Higher attainers	20	109.9	-0.2	105.0	-2.6	Middle attainers	39	102.3	-0.3	99.8	-1.5	Lower attainers	3	96.0	+0.8	80.0	-3.6	Not SEN	57	105.0	-0.3	102.2	-1.2	SEN	6	99.3	+0.7	83.0	-8.8	Not FSM6	46	105.3	-0.1	100.3	-2.3	FSM6	17	103.2	-0.5	100.6	-0.9	Autumn Term	23	104.4	-0.9	101.0	-2.4	Spring Term	18	106.5	+1.0	99.7	-2.0	Summer Term	22	103.6	-0.5	100.2	-1.4	<p>Monitoring through learning walks and observations of practice.</p> <p>Termly moderation of pupil progress.</p> <p>Termly reports to curriculum governors committee.</p> <p>Staff training programme.</p> <p>Performance Management objective setting, mid-term reviews, end of year reviews.</p>	<p>AHT Inclusion lead</p> <p>DHT assessment lead</p>	<p>Dec 2019</p> <p>April 2020</p> <p>July 2020</p> <p>Sept 2020</p> <p>Tracking systems £899 and £495</p> <p>Training £1390</p> <p>Resources £1500</p> <p>Monitoring £2388</p> <p>Total £6672</p>
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<p><b><u>Staff training and development</u></b></p> <p>Maths – continue to use the teaching for mastery approach. Whole school staff training and resourcing.</p> <p>External staff training</p> <p>Participation in the Teaching for Mastery group linked to the Central Maths Hub.</p>	<p>B Improve outcomes for PP pupils in reading, writing and maths across EYFS, KS1 and lower KS2.</p>	<p>The data below shows a comparison in attainment between PP and NPP pupils working at expected (left) and GDS (right) throughout the school. This shows that the teaching for mastery approach needs to continue.</p> <table border="1"> <thead> <tr> <th>Maths</th> <th>All pupils</th> <th>PP</th> <th>Maths</th> <th>All pupils</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Year 1 (10)</td> <td>62%</td> <td>33%</td> <td>Year 1 (10)</td> <td>14%</td> <td>0%</td> </tr> <tr> <td>Year 2 (12)</td> <td>63%</td> <td>69%</td> <td>Year 2 (12)</td> <td>17%</td> <td>13%</td> </tr> <tr> <td>Year 3 (13)</td> <td>63%</td> <td>38%</td> <td>Year 3 (13)</td> <td>14%</td> <td>0%</td> </tr> <tr> <td>Year 4 (14)</td> <td>84%</td> <td>57%</td> <td>Year 4 (14)</td> <td>14%</td> <td>7%</td> </tr> <tr> <td>Year 5 (11)</td> <td>71%</td> <td>73%</td> <td>Year 5 (11)</td> <td>27%</td> <td>18%</td> </tr> <tr> <td>Year 6 (17)</td> <td>90%</td> <td>88%</td> <td>Year 6 (17)</td> <td>33%</td> <td>24%</td> </tr> </tbody> </table>	Maths	All pupils	PP	Maths	All pupils	PP	Year 1 (10)	62%	33%	Year 1 (10)	14%	0%	Year 2 (12)	63%	69%	Year 2 (12)	17%	13%	Year 3 (13)	63%	38%	Year 3 (13)	14%	0%	Year 4 (14)	84%	57%	Year 4 (14)	14%	7%	Year 5 (11)	71%	73%	Year 5 (11)	27%	18%	Year 6 (17)	90%	88%	Year 6 (17)	33%	24%	<p>Monitoring through learning walks and observations of practice.</p> <p>Termly moderation of pupil progress.</p> <p>Book scrutiny.</p> <p>Staff training programme.</p>	<p>DHT assessment lead</p> <p>EYFS Maths lead</p> <p>KS1 Maths lead</p>	<p>Dec 2019</p> <p>April 2020</p> <p>July 2020</p> <p>Sept 2020</p> <p>Staff release £1194</p> <p>Training £695</p> <p>Monitoring £1194</p> <p>Additional resources £1000</p> <p>Total £4083</p>																																										
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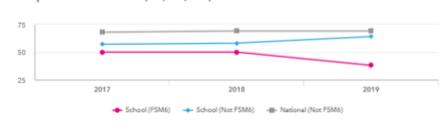
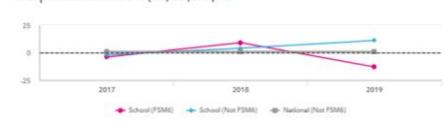
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p><b><u>WELLCOMM</u></b>            HLTA to deliver WELLCOMM intervention to pupils up to Y1.            Screening of all pupils.</p>	<p>B Improve outcomes for PP pupils in reading, writing and maths across EYFS, KS1 and lower KS2.</p>	<p>Figures from last year and from information from other schools in the local area show that WELLCOMM has an impact on speech and language which will then support reading and writing.</p>	<p>Tracking progress on Edu Key software.             Review meetings.</p>	<p>HTLA            Assessment lead            Inclusion lead</p>	<p>Every 6 weeks.             £11616.03</p>
<p><b><u>Year 6 Boosters</u></b>            12 week programmes to support underperforming pupils in KS1 and KS2.            Will run for 1 hour per week throughout the Autumn and Spring term.</p>	<p>A Increase the percentage of PP pupils achieving GDS in writing by the end of KS2.</p>	<p>Data from last year shows that pupils' progress increased by double the amount compared to pupils who were not in a booster group.</p>	<p>Pre and post booster data.             Monitor the impact.</p>	<p>Assessment lead</p>	<p>At the end of the 12-week period and after SATs results.             £1194</p>
<p><b><u>Catch Up Literacy</u></b>            Pupils targeted across KS1 and KS2.</p>	<p>B Improve outcomes for PP pupils in reading, writing and maths across EYFS, KS1 and lower KS2.</p>	<p>EEF recognises this approach and data from last academic year supports this.</p>	<p>Tracking progress on Edu Key software.            Track reading ages in KS2.             Review meetings.</p>	<p>Grade 3 teaching assistants            Assessment lead            Inclusion lead</p>	<p>Every 6 weeks.             £13949 KS2            £4066.20 KS1</p>

<p><b><u>Year 6 additional teacher mornings</u></b>          Allow pupils in Y6 to be split into 3 smaller teaching groups.          Literacy groups to target GDS pupils.</p>	<p>A Increase the percentage of PP pupils achieving GDS in writing by the end of KS2.</p>	<p>Data from last year shows that smaller class sizes allow target teaching.</p>	<p>Tracking progress on FFT Aspire.          Regular progress meetings.</p>	<p>Assessment lead.</p>	<p>Every 6 weeks.          £28346</p>
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**Total budgeted cost** £59171.23

**iii. Other approaches**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>						
<p><b><u>Pastoral</u></b>            Pastoral team monitoring punctuality of pupils and follow up quickly on these.             Meetings/discussions with parents. Regular analysis of weekly patterns.            Pastoral team to support the learning behaviour of pupils. Pastoral team to use the Early Help process to support families.            Liaison with family support workers.</p>	<p>E Improve punctuality of PP pupils.             B Improve outcomes for PP pupils in reading, writing and maths across EYFS, KS1 and lower KS2.</p>	<p><b><u>Punctuality 2018-19</u></b></p> <table border="1" data-bbox="689 799 949 927"> <tr> <td></td> <td>Lates</td> </tr> <tr> <td>PP</td> <td>2.8%</td> </tr> <tr> <td>NPP</td> <td>1.5%</td> </tr> </table> <p>Attendance for PP pupils was in line with NPP.</p>		Lates	PP	2.8%	NPP	1.5%	<p>Daily monitoring of individual punctuality             Weekly reports to SLT             Termly reports to governors.             Review of Early Help process and outcomes.</p>	<p>Pastoral team             HT             Inclusion and pastoral AHT</p>	<p>Weekly             Termly             July 2020             £26262</p>
	Lates										
PP	2.8%										
NPP	1.5%										

<p><b>Year 3 additional teaching assistant</b></p> <p>Literacy groups to target SEND and PP pupils.</p> <p>Pre tutoring Speech and Language targets.</p>	<p>B Improve outcomes for PP pupils in reading, writing and maths across EYFS, KS1 and lower KS2.</p>	<p><b>KS1 attainment for disadvantaged pupils 2019</b></p>  <p><b>KS1 progress for disadvantaged pupils 2019</b></p> 	<p>Tracking progress on FFT Aspire. Regular progress meetings.</p>	<p>Assessment lead.</p>	<p>Termly £2880</p>
<p><u>Extra – curricular</u></p> <p>Target PP pupils accessing music, sports and after school clubs. Payment of PP pupils for school trips. 50% of residential.</p>	<p>C All PP pupils are accessing extra - curricular activities</p>	<p>Participation in sports, music and maths activities can have a positive impact on health and well-being which in turn can help to raise attainment.</p>	<p>DHT monitoring attendance.  Termly reports from administration team.</p>	<p>DHT  AHT – PE  Admin</p>	<p>Termly  Extra-curricular £2331  Trips £3160</p>
<b>Total budgeted cost</b>					<p>£34633</p>
<b>7. Additional detail</b>					