



William Reynolds Primary School – Pupil Premium 2020/21
PPG Link Governor – Mrs Caroline Langham

Total Pupil Premium amount: £321,734			Date: June 2020
Total number of pupils in school	470	Number of pupils eligible for PP in school 250/470	54% children identified.
Total Pupil Premium budget for nursery: £11,308 (subject to change)			
Total number of pupils in nursery	64	Number of pupils eligible for PP in nursery 12/64	19%

Current Attainment (based on 2019 KS2 SAT results)		
	Pupils eligible for PP in school	National Overall
% achieving Age related Expectations or above in reading, writing and mathematics	61%	65%
% achieving Age related Expectations or above in reading	87%	75%
% achieving Age related Expectations or above in writing	77%	78%
% achieving Age related Expectations in GPS	84%	78%
% achieving Age related Expectations or above in mathematics	65%	76%
Progress measure for reading	3.79	0.32
Progress measure for writing	0.72	0.27
Progress measure for mathematics	-4.09	0.37

Barriers to future attainment (for pupils eligible for PP)	
Academic Barriers	
A	All Pupils in receipt of PPG not achieving ARE or above
B / H	Coupled vulnerability with SEND, behaviour and mental health needs is an issue for a number of our PP eligible pupils
C	ARE for PPG children well below National Average in mathematics
D	Improved Vocabulary Skills to support reading and writing developments, targeted in EYFS, KS1 and KS2, in order to improve reading

	and writing skills as highlighted in the PPG review.	
E	Phonics predictions for 2020 were 87% - 3% lower than National expectations	
G	Interventions	
I	Foundation stage including nursery	
J	Inclusion team	
External barriers		
B	Mental health statement	
F	Attendance current data info	
K	Family support	
Intended outcomes		Success Criteria
A	All Pupils in receipt of PPG receive good to outstanding quality first teaching, pitched accurately with appropriate challenge so that pupils are working at and above national expectations.	<ul style="list-style-type: none"> PP in line with or above national expectations
B	Provide early intervention mental health support for children	<ul style="list-style-type: none"> Pupils to be able to access their learning as independently as possible and support them in reaching their potential, through both practical and emotional support.
C	PPG pupils (KS2) will make increased progress and attainment in Mathematics, when compared to national other and when compared to others in school	<ul style="list-style-type: none"> Pupils eligible for PP EY, KS1 and KS2 make rapid progress by the end of the year so that all pupils eligible for PP make ARE, especially lower and mid attaining pupils entitled to PP in KS2. All PP pupils in Y4 to know all times tables up to 12x12 Improved Maths results for end of KS1 and smaller gaps for PPG children in standardised tests.
D	Improve oral language and vocabulary for Pupils eligible for PP	<ul style="list-style-type: none"> Improved Reading and Writing results for end of KS1 and KS2, and smaller gaps for PPG children in standardised tests.
E	To increase the proportion of KS1 pupils reaching the required standard for Y1 Phonics Screening Check.	<ul style="list-style-type: none"> Improved phonics results for Year 1, and smaller gaps for PPG children in standardised tests.

F	The Attendance Manager and Education Welfare officer work together with staff and families to improve attendance of pupils in receipt of PPG	<ul style="list-style-type: none"> ✚ Attendance for PPG/FSM children is at least 96% +3% ✚ % of persistent absentees to reduce by 3%
G	Pupils in receipt of PPG are supported in overcoming their barriers to learning.	<ul style="list-style-type: none"> ✚ Pupils in receipt of PPG are supported through a range of interventions so that they achieve in line with other pupils.
H	PPG SEND pupils (KS2 & KS1) will make progress in line with the APDR objectives Pupils work in a daily mixed age range group to develop fine and gross motor skills. Activities have developed using the feedback from OTs. Improve identification, progress and attainment for pupils with a Specific learning need.	<ul style="list-style-type: none"> ✚ A greater percentage of pupils with SEND and prior lower attainment making good or better progress achieving ARE to diminish the difference in outcomes compared to the national other, by the end of KS2. ✚ All PP SEND pupils to meet or make progress towards meeting their APDR objectives
I	Improve outcomes for Foundation Stage	<ul style="list-style-type: none"> ✚ The number of pupils achieving a good level of development is in line with national average.
J	An identified group of pupils in KS2 with significant social and emotional issues are supported in a nurture group. This works to remove behaviour as a barrier to their learning so that they can function effectively in a mainstream class.	<ul style="list-style-type: none"> ✚ All pupils to access learning and make progress
K	To support pupils and families from when they enter Nursery through to Y6. To improve the completion of tasks at home. Support for families in difficulties through additional provision for the Before School Club and after club. Pupils have the appropriate equipment/uniform for school	<ul style="list-style-type: none"> ✚ All pupils are having the same offer available without the concern over money ✚ Continue to ensure there are regular planned opportunities for parents to be involved in and share in children's learning, planned programmes across school to communicate expectations that lead to engagement with parents and pupils especially at KS2. ✚ Continue to increase in the number of parents who hear their children read regularly and progress can be seen in the quality of comments recorded in children's reading diaries by parents and carers, especially those hard to

		reach parents of KS2 pupils.
L	To ensure equal access for all pupils in offering experiences to enhance the broad curriculum Support gifted and talented pupils in music.	<ul style="list-style-type: none"> ✚ Curriculum maps and progression grids show the curriculum offer clearly for all year groups ✚ Those gifted and talented in music to be encourage to play a musical instrument

Quality of teaching for all					
Amount	Intended outcomes	Action	Monitoring	Key Questions	Impact
A £10,000 To provide CPD for staff	All Pupils in receipt of PPG receive good to outstanding quality first teaching, pitched accurately with a mastery curriculum with appropriate challenge so that pupils are working at and above national expectations.	Regular in house and external CPD for all staff to ensure that they keep abreast of changes to the curriculum and expectations, so that the needs of all pupils can be met. Feedback from monitoring and appraisal discussions identify the training on a termly basis. (Collaboration - Average impact +5 months)	HT and SENDCo collate impact from training. Lesson observation, learning walks and book scrutiny. Senior leaders to track the impact of the training and any follow up actions to	How do teachers plan for changes and assess whether the approach is successful within school? A high level of success should be required before pupils move on to new content - is this the case and are pupils able to communicate about their progress? Do pupils have the opportunities to take responsibility for helping each other with mastering content? How are topics and	Over the year teachers have attended 44 external courses which have improved teacher subject knowledge. This in turn will mean planning adapted to ensure the children are receiving the appropriate curriculum. Pupils have been able to voice their opinions about the curriculum with Governors in Pupil voice sessions. This has shown they have good understandings of their taught curriculum and they are able to talk about how they have made progress in a lesson and over the year. Peer tutoring has been limited due to COVID19 and minimising too much close work. However, the children in upper KS2 are able to explain strengths and next steps to a partner - showing they have a solid

		<p>Peer tutoring This includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support (Peer tutoring action impact +8 months)</p> <p>Training needs to be provided on the different types of investigations to develop pupils' problem solving and reasoning skills. (Mastery Learning action impact - +5 months)</p> <p>Improving feedback for reading across the school. Accurate verbal and written feedback. Improving the post guided</p>	<p>ensure that it has improved the quality of teaching and learning.</p> <p>Link governor to attend RAP action plan review meetings on a termly basis</p> <p>Link Governor notes of visit are shared with the governors curriculum committee</p>	<p>concepts appropriate for a mastery learning approach chosen?</p> <p>How do we provide additional support to pupils who take longer to reach the required level of knowledge for each unit?</p>	<p>understanding of the topic taught.</p> <p>Interventions took place for groups of children to close gaps in learning. This was particularly successful with the Rapid Reader interventions where children made huge progress.</p>
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		reading tasks to link to each year group curriculum. (Feedback Action Impact +8months)			
Amount	Intended outcomes	Action	Monitoring	Key Questions	Impact
B £5,000 To purchase resources required	MHST to work across school to provide early intervention mental health support for children and young people in schools and colleges. (Anna Freud Programme Educational Mental Health Practitioners)	The EMHP's will bridge the gap between CAMHS and schools and will offer low intensity evidence-based interventions for mild to moderate mental health difficulties in educational settings (e.g. anxiety, low mood, behavioural difficulties). This includes individual work with parents and/or children and young people, group interventions and psychoeducation workshops.	HT, SENDCo & Wellbeing team to have discussions with the practitioner and clear action plans. Pupil Voice Discussions with parents	How is mental health support funded at school? What mental health professionals/intervention s do we currently use? How is school assessed in relation to the mental health support we offer e.g. Ofsted or other frameworks? What are the referral mechanisms to mental health providers in Telford? What are the criteria/threshold for referral?	The MHSP is now working 1 full day per week - this has already proved useful as a number of children are benefiting from Mental Health Support. Also, links with parents has been good where she has been able to signpost them to courses that would be useful to attend. Records of the support children are receiving, and outcomes are kept so that we are able to monitor the progress the children make with the support. It is still taking too much time to go through the Wellbeing Panel (which we can only take one pupil at a time), to an appointment to see a specialist. We have raised concerns about this.
Amount	Intended outcomes	Action	Monitoring	Key Questions	Impact

<p>C £10,000</p>	<p>PPG pupils (KS2) will make increased progress and attainment in Mathematics, when compared to national other and when compared to others in school</p>	<p>Update the mathematics curriculum maps to allow more opportunities for pupils to revisit key objectives throughout the year to ensure key skills and knowledge are retained over time. A particular focus will be around progression and embedding of reasoning skills. (small group tuition +4months)</p> <p>Continue to ensure that the children understand the meaning of vocabulary. For example, in mathematics embedding vocabulary such as 'factor', 'divide' etc. and to make the links with other vocabulary that means the same thing.</p>	<p>SLT and Mathematics Leaders to ensure that mathematics books scrutiny confirms progression in all three key curriculum aims for mathematics (fluency, problem solving and reasoning).</p>	<p>How will you ensure that there is sufficient time for direct teacher interaction with all pupils – individually and as a class – given the increased requirements on the teacher to organise and monitor individual activities?</p> <p>Have you considered small group learning as a way to meet differing learner needs without reducing the total amount of teaching time that pupils receive?</p> <p>Have those delivering the small group tuition been trained in the programme they are using?</p> <p>How will you ensure that all pupils receive high quality teaching when different groups are doing different tasks or require different</p>	<p>Number sense activities have been carried out following arithmetic sessions each week. This has helped to address gaps understanding of basic number sense. Numicon interventions are being delivered from Y1-Y6 for the lowest 20% of pupils in mathematics. Progress explorer books have been provided for all of these children to assess their understanding in specific areas. This is helping to close the gaps in basic understanding of number. A list of mathematical vocabulary has been provided for all year groups. Children in KS1 now have mathematical vocabulary floor books and children in KS2 have their own vocabulary books. This is supporting teachers with planning and ensuring lessons are planned to use a wider range of vocabulary. All teachers have been provided with Securing Skills passwords and have been shown how to use the slides to support children's mathematical fluency. Securing Skills resources have been shared with all teachers and time has been provided for teachers to practise using these with their class before it is allocated to the timetable in the Spring Term. Children will now have regular opportunities to develop their mathematical fluency skills.</p>
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		<p>For example, in mathematics embedding vocabulary such as 'factor', 'divide' etc. and to make the links with other vocabulary that means the same thing.</p> <p>Develop consistent teacher use of probing questioning. Embed the 'stylish solutions' training across the school to help facilitate this.</p> <p>Giving the children more opportunity to reason, explain and deduce in mathematics. (within class attainment grouping +3months)</p> <p>Agree and embed a range of strategies the children can use to help them 'know and remember more' in mathematics and</p>		<p>teaching strategies?</p> <p>How will you minimise the risk of allocating pupils to the wrong group? Have you assessed whether your grouping criteria could disadvantage certain pupils?</p> <p>How flexible are your grouping arrangements?</p>	<p>Medium Term Planning for mathematics has been updated with a wider range of fluency, problem solving and reasoning activities. This will support teachers with their short-term planning and provide more challenge in mathematics lessons. The Mathematics learning walks in the Summer Term have shown that Stylish Solutions training has supported teachers with providing more probing questions and children are being given opportunities to generate their own mathematical enquires. This is not consistent in all year groups though and a refresher may be needed in the Autumn Term. Recent learning walks have also shown that children are being given opportunities to reason mathematically on a regular basis. Children are being given opportunities to address misconceptions within a lesson. This is ensuring that they don't get confused and they are able to apply new knowledge to solve problems. Year 3 and Year 4 have been allocated slots in the ICT suite to practise their times tables. This has given them opportunities to develop their fluency and to prepare for the times tables check.</p>
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		<p>other subject areas. These strategies will be agreed by staff and based on research.</p> <p>Increase opportunities for pupils to systematically address errors and misconceptions arising during the mathematics fluency checks. Pupils to be given more opportunities to explain their mental processes following regular modelling by the teacher. (individualised instruction +3months)</p>			
Amount	Intended outcomes	Action	Monitoring	Key Questions	Impact
D £10,000	Improve oral language and vocabulary for Pupils eligible for PP	Review of wider curriculum to ensure there are clear links between subject content, focusing on developing a rich and	Literacy subject leader to monitor planning and lead staff	<p>How will you ensure the texts used provide an effective challenge?</p> <p>What techniques will you use to identify particular</p>	Medium Term Planning also has a list of subject related vocabulary that is required to be taught during each unit. This vocabulary has been shared with staff and all teachers are aware of the agreed method of recording.

		<p>varied vocabulary</p> <ul style="list-style-type: none"> - Guided reading sessions to have clear vocabulary focus (reading comprehension strategies +6months) - Vocabulary enrichment groups to be in KS1 and KS2 - Small group speech and language therapy as and when identified (oral language interventions +5months) <p>Continue to ensure that the children are able to articulate what they are learning, why they are learning it and how it fits into the sequence of learning. This should include help pupils from Year 2 - 6 being able to articulate their</p>	<p>meetings</p> <p>Classroom environment monitoring HT</p> <p>Pupil voice</p> <p>Data</p>	<p>pupils' needs?</p> <p>How can you focus learners' attention on developing comprehension strategies that they can apply more widely?</p> <p>How can you help pupils to make their learning explicit through verbal expression?</p> <p>How will you match the oral language activities to learners' current stage of development, so that it extends their learning and connects with the curriculum?</p> <p>What training should the adults involved receive to ensure they model and develop pupils' oral language skills?</p>	<p>Author Focus has been introduced alongside the bespoke Reading Spine. Teams with Year 2 and Year 3 in Autumn term show that children are becoming interested and can begin to talk about their class authors and books.</p> <p>Opportunities in Early Years through the role play areas having appropriate equipment and adults modelling to the children how to use the different role play themes has improved the verbal story telling skills and role play skills of the children. Helicopter stories has given children opportunities to retell know stories and build their imagination when making up their own.</p> <p>School council have led discussions in their class about behaviour and attitudes linked to school. Children from Y1-6 took part in this discussion and were able to articulate thoughtful responses showing an understanding of the questions they had been asked.</p> <p>Pupil Voice opportunities with Governors and advisors have shown that children can confidently talk about their subject areas.</p>
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		progress and attainment for all subjects using the school assessment systems.			
Targeted Support					
Amount	Intended outcomes	Action	Monitoring	Key Questions	Impact
E £10,000	<p>To increase the proportion of KS1 pupils reaching the required standard for Y1 Phonics Screening Check</p> <p>Teachers follow the long term plan/ planning reflects the appropriate pitch</p> <p>Short term planning/lessons are pitched appropriately/ evidence of personalised learning</p> <p>Number of children passing</p>	<p>Ensure there is the correct pitch across Nursery to Year 2 through implementing a long term and medium term plan. Check that teachers are on track with this half termly (Phonics +4months)</p> <p>Monitor examples of planning through each term and give specific feedback where appropriate. (Ensure parity across the classroom in terms of pitch/challenge)</p> <p>Use termly assessment trackers</p>	<p>Early Years & KS1 phase leaders to monitor planning, lessons and data</p>	<p>Is the teaching of phonics explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written?</p> <p>Is the teaching of phonics matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes)?</p> <p>Phonics improves the accuracy of the child's reading but not the comprehension. How are you planning on developing wider literacy</p>	<p>Children are assessed half-termly which ensures they are placed in the correct Phonics group for their ability.</p> <p>Following on from the Government announcement that Letters and Sounds is not a Systematic system the school will be moving to Read, Write, Inc from September.</p> <p>Parent sessions were not able to go ahead due to COVID - however model lesson examples were recorded for parents to access.</p>

	<p>the phonics screen check increases over the year</p> <p>Interventions improve the outcomes for pupils</p>	<p>are in place to ensure pupils are in the correct phase groups - gaps analysis</p> <p>TA to teach small groups phonics</p> <p>Inclusion lead to ensure interventions are appropriately matched to pupils next steps</p> <p>Parental Engagement - invite parents to workshops x2 throughout the year to improve their understanding/suggest strategies to help at home</p> <p>Y1 Phonics Screen Check meeting - January 2021</p> <p>EYFS Phonics Screen Check during Term</p>		<p>skills such as comprehension?</p>	
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Amount	Intended outcomes	5/6 Action	Monitoring	Key Questions	Impact
F £8,000 Attendance officers	An Attendance Manager and Education Welfare officer work together with staff and families to improve attendance of pupils in receipt of PPG	School buys into a service level agreement for an Educational welfare Officer 0.2 FTE hours per week. The EWO attends TAC meetings to support families 1;1 work with pupils to improve attendance Carries out home visits and communicates with parents Organises attendance Panel meetings Has three weekly review meetings with attendance manager and Head. The Attendance manager follows up attendance daily.	Attendance target agreed with Governors 3 weekly reviews to monitor pupil's attendance with head teacher. Attendance grid on display for all school community to see. Attendance rates communicated to parents through the monthly newsletter.	<p>What is the overall level of attendance?</p> <p>What is the level of persistent absence (children with attendance of 80% and below)?</p> <p>How many persistently absent (PA) pupils are there?</p> <p>Who are the PA pupils? i.e. SEN, CIC (LAC), Behavioural needs.</p> <p>What resources are in place to support them and how frequently are they monitored?</p> <p>What strategies/ interventions do we use in to school improve attendance?</p> <p>How is the impact of these interventions measured</p>	<p>The attendance finished at 94% which was in line with National. This is lower than usual but was largely down to COVID19.</p> <p>69 pupils were classed as Persistent Absentees by the end of the year. Autumn 21 letters will be sent straight away to these families to ensure that their attendance improves.</p> <p>The EWO met every 3 weeks with school attendance officer & member of SLT to review attendance. This led to formal letters or home visits for children below 90%.</p>

				and how often are they reviewed? Are all staff aware of their responsibilities regarding attendance in school and is there a senior member of staff allocated to attendance?	
Amount	Intended outcomes	Action	Monitoring	Key Questions	Impact
<p>6</p> <p>£80,000</p> <p>Teachers</p> <p>Support staff</p>	<p>To accelerate pupils' progress in order to close the gap in attainment compared to national expectations</p> <p>Targeted academic support through providing intervention strategies/extra support for pupils who are making slower progress or require supportive and individual learning and in</p>	<p>Targeted interventions (small group tuition +4months)</p> <p>All year groups to run additional booster group work in the afternoons for reading, writing and/or mathematics.</p> <p>Use data analysis to identify children who require the additional support</p> <p>Use data to identify any pupils who may need an individual tutor either before,</p>	<p>Subject leaders track the impact of these different intervention groups.</p> <p>Curriculum leader to monitor the teaching of the intervention groups / 1:1 teaching</p>	<p>Are Senior leaders able to evaluate the impact of their actions through action plans and the tracking of the progress judgements?</p> <p>Can subject leaders share their analysis with the governors?</p> <p>Are Governors able to evaluate the impact through the SDP and data analysis?</p>	<p>Intervention groups took place for reading and mathematics. Intervention grids were completed to show the progress made for each child within these groups. These were monitored by the literacy & mathematics subject leaders as well as SLT.</p> <p>Governors met with subject leaders to discuss how interventions have been successful.</p>

	narrowing the gap	during or after school in order to make expected progress.			
Amount	Intended outcomes	Action	Monitoring	Key Questions	Impact
H £80,000 Inclusion lead & curriculum lead	<p>Pupils in receipt of PPG are supported in overcoming their barriers to learning.</p> <p>Pupils in receipt of PPG are supported through a range of interventions so that they achieve in line with other pupils.</p> <p>That the interventions are appropriate and flexible in order to close the gaps.</p>	<p>Full time post - Inclusion leader to be the designated lead for monitoring progress of vulnerable groups within SLT linked to Future Minds.</p> <p>All teaching staff are aware of vulnerable pupils in their care</p> <p>Intervention programmes to support pupils in receipt of PPG are planned, coordinated and evaluated in order for pupils to attain age appropriate levels in all year groups. (Metacognition and self-regulation approaches aim to</p>	<p>Detailed analysis of data for all vulnerable groups completed - including SEND and PPG pupils e.g Action fun club and Nurture group</p> <p>Individual case studies</p> <p>Detailed knowledge of where PPG pupils are in school and how they are performing.</p>	<p>Is there a gap between PPG and non-PPG and PPG and national data?</p> <p>Inclusion lead to meet with governors with responsibility for SEND and PPG</p> <p>Can the inclusion lead & curriculum lead able to present data and action to governors?</p> <p>Do Pupil progress meetings prompt leaders to check that the interventions are matched to the pupils' needs?</p>	<p>Due to the high number of PPG within the school there is usually in line or above non-PPG. However, due to COVID19 there is now a gap for our PPG children. Interventions were very quickly put in to place but will take some time to close the gap.</p> <p>The Inclusion lead and Curriculum lead are able to talk confidently about data and what is in place to accelerate progress.</p>

	<p>Improve identification, progress and attainment for pupils with a Specific learning need.</p>	<p>help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning - Action impact +7months)</p> <p>To provide a champion for vulnerable groups of pupils at the heart of school leadership and management</p> <ul style="list-style-type: none"> Analysing data and reporting to SLT and governors Co-ordinator of additional support. Monitoring effectiveness of provision and measuring impact <p>Purchased 35 learning support sessions for an advisory teacher and 18 sessions for an Educational Psychologist to work</p>	<p>Regular monitoring role is checking on their progress</p> <p>Analysis and action plans in place in each class - progress to be evaluated on a termly basis</p> <p>Data is collated and evaluated as a whole school on a termly basis.</p> <p>Monitored through the pupils' individual Provision maps. These</p>	<p>Do all SEND pupils have an up to date APDR?</p> <p>How are the recommendations from the Educational Psychologist and LSAT acted upon?</p>	<p>All SEND pupils have APDR's which are written and reviewed by the class teacher. This ensures that they completely understand the needs of their class. Any recommendations from Educational Psychologist or LSAT are placed on their APDRs and monitored by the SENDCO.</p> <p>The recommendations may suggest further assessments through the Wellbeing Panel or apply for an EHCNA.</p>
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		with individual pupils, meet with parents to offer advice and to make recommendations to staff in how best to support pupils.	identify clear targets, provision for support and progress.		
Amount	Intended outcomes	Action	Monitoring	Key Questions	Impact
I £22,734 + £11,000 (approx.)	<p>Improve outcomes for pupils in the Foundation stage The number of pupils achieving a good level of development is in line with national average.</p> <p>Increase the number of pupils working at age related expectations in</p> <p>Nursery Current N1 - all of the children in receipt of PPG working at age appropriate levels</p>	<p>An additional teaching assistant in all 3 Foundation stage classes to increase the staff /child ratios in order to develop speaking and listening skills. 1 additional TA to support with speech and language. (Early Years intervention Action Impact - +5months)</p> <p>Develop writing in child-led to create interesting stimulus for writing such as a reporter notebook</p> <p>Establish reading</p>	<p>Lesson observations. Tracking of data. Scrutiny of pupils' learning journals</p>	<p>Is the Early Years provision of high quality with well-qualified and well-trained staff?</p> <p>Is the high quality provision likely to be characterised by the development of positive relationships between staff and children and by engagement of the children in activities which support pre-reading, the development of early number concepts and non-verbal reasoning?</p> <p>Is the increase in teaching assistants having an impact on pupil progress - how do you know?</p>	<p>All children in Ealy Years can access the indoor and outdoor environment independently and respectfully. Through modelling by adults all children in Early Years have learnt how to use the equipment sensibly, safely, and independently. They have also through adult modelling learnt how to put the equipment away safely and independently as a team.</p> <p>The Early Years team are extremely experienced therefore offer a high-quality learning environment for the children.</p> <p>The NELI programme was administered and all children who took part made progress with their speaking.</p> <p>All staff completed Autism awareness training which has meant they are able to de-escalate situations for children in challenging situations.</p>

	<p>and whole year group working at 30% national expectations.</p> <p>In Reception - to increase the percentage of pupils working at National expectations in reading and writing.</p>	<p>sessions for parents to come into school and read alongside their child.</p> <p>To capture children's comments in their learning journals for all areas of learning to support assessment in understanding the pupils thinking process.</p> <p>Staff to complete Autism awareness training</p>			
Amount	Intended outcomes	Action	Monitoring	Key Questions	Impact
J £54,000	An identified group of pupils in KS2 with significant social and emotional issues are supported in a nurture group. This works to remove behaviour as a barrier to their learning so	<p>2 Nurture group leaders and Pastoral assistants.</p> <p>1 FTE behaviour specialist</p> <p>To run 5 afternoon sessions and 5 morning sessions to link work on social and emotional aspects of learning to foundation subjects</p>	<p>Carrying out and monitoring of Boxall assessments</p> <p>Feedback from parents</p> <p>Planning with Inclusion manager</p> <p>Link</p>	<p>Do parents evaluate the impact this support is having on their child?</p> <p>What are the targeted interventions for those diagnosed or at risk of emotional or behavioural disorders?</p> <p>What is the period of time for these interventions?</p>	<p>One full time Nurture provision has taken place this year which has enabled 10 pupils to make expected and above expected progress for their year group. They are very settled and enjoy coming to school due to the support they receive and the environment they are in.</p> <p>Parents are in regular communication with school to understand how their child is progressing and ways they can support them at home.</p>

	<p>that they can function effectively in a mainstream class.</p> <p>This also supports pupils at significant risk of exclusion.</p>	<p>Link with outside agencies e.g behaviour support team and speech and language. (behaviour interventions: more specialised programmes which are targeted at students with specific behavioural issues Action impact +3months)</p> <p>Inclusion manager working with senior leaders will review the needs of the pupils within the group and those not in the group who would benefit from this support. (behaviour interventions: approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater</p>	<p>Governor for SEND involvement</p> <p>LJR to track the progress of PPG children through SEND interventions including working with the nurture group</p> <p>Link Governor notes of visit are shared with the governors curriculum committee</p>	<p>What training and professional development is required for any programmes we plan to adopt?</p> <p>What is the link between the teaching of social and emotional skills with academic content?</p>	
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		engagement in learning - Action impact +3months)			
Other approaches					
Amount	Intended outcomes	Action	Monitoring	Key Questions	Impact
K £23,000 Bug Club Homework club in KS1 and KS2	<p>To support pupils and families from when they enter Nursery through to Y6.</p> <p>Successfully identify vulnerable pupils who have developed at a slower rate than their peers.</p> <p>To support pupils who need extra support in terms of integration and engagement in school life.</p>	<p>2 Learning Mentors</p> <p>To touch base with identified children, greet children as they come into school and be a significant adult for a number of children.</p> <ul style="list-style-type: none"> To attend home visits with Foundation phase leader as pupils start in Nursery and Reception classes Improve attendance in Foundation stage To provide extra support for vulnerable pupils through 1:1 and group mentoring Working with Inclusion leader 	<p>Line management by Inclusion leader has ensured more time is spent supporting pupils.</p> <p>Early help support plans are kept and shared with Early intervention services</p> <p>Working with Phase leader and Inclusion manager to monitor progress of identified children)</p>	<p>Engagement is often easier to achieve with parents of very young children. How do we maintain parental engagement as children get older?</p> <p>How do we make the school welcoming for parents, especially those whose own experience of school may not have been positive?</p>	<p>Families have been fully supported throughout the year. Especially, during the lockdown periods where regular communication took place. This resulted in some children being allocated a place in the school provision.</p> <p>Vulnerable pupils are clearly identified and are either supported as 1:1 or small group provision. This could be to give them more time to complete work, additional support in understanding the work or to completely differentiate the learning.</p>

		<p>to implement structured mentoring programme for targeted PPG and vulnerable pupils</p> <ul style="list-style-type: none"> Attendance at Early Help meetings <p>(Parental engagement +3months)</p>																																																																																			
	To improve the completion of tasks at home.	<p>The Bug Club is an online programme to support families in developing pupils reading skills at home. Children to have access to IPAD'S containing reading APP's</p> <p>(Digital technology action impact +4months)</p> <p>2 after school homework clubs.</p>	<p>Data tracking systems monitored by the after-school club leader.</p> <p>Staff meeting time for teacher to track home access to the Online reading club.</p>	<p>Does Bug club cover the correct national curriculum objectives therefore at the correct pitch for each child?</p> <p>Are the children able to explain how they use Bug club?</p> <p>How does the teacher monitor the progress a pupil is making on Bug Club?</p>	<p>Engagement for home learning during lockdown was good which meant the children did not fall further behind in their learning. Reception was the year group that found it the hardest. This was due to parents struggling to engage the children with their learning.</p> <table border="1"> <thead> <tr> <th>Yr Group</th> <th>Wk3</th> <th>Wk4</th> <th>Wk5</th> <th>Wk6</th> <th>Wk 7</th> <th>Wk 8</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>Rec</td> <td>63.0%</td> <td>61.7%</td> <td>73.3%</td> <td>64.4%</td> <td>53.3%</td> <td>40.0%</td> <td>59.3%</td> </tr> <tr> <td>1</td> <td>86.7%</td> <td>91.1%</td> <td>88.9%</td> <td>77.3%</td> <td>69.8%</td> <td>56.8%</td> <td>78.4%</td> </tr> <tr> <td>2</td> <td>83.7%</td> <td>81.4%</td> <td>86.0%</td> <td>85.4%</td> <td>84.6%</td> <td>69.2%</td> <td>81.7%</td> </tr> <tr> <td>3</td> <td>93.0%</td> <td>83.7%</td> <td>81.4%</td> <td>69.6%</td> <td>66.7%</td> <td>59.5%</td> <td>75.7%</td> </tr> <tr> <td>4</td> <td>89.0%</td> <td>84.4%</td> <td>86.7%</td> <td>81.0%</td> <td>77.3%</td> <td>61.9%</td> <td>80.1%</td> </tr> <tr> <td>5</td> <td>93.8%</td> <td>93.6%</td> <td>89.4%</td> <td>82.5%</td> <td>89.7%</td> <td>69.2%</td> <td>86.4%</td> </tr> <tr> <td>6</td> <td>80.5%</td> <td>80.5%</td> <td>86.0%</td> <td>74.2%</td> <td>65.8%</td> <td>65.8%</td> <td>75.5%</td> </tr> <tr> <td>SEND</td> <td>74.3%</td> <td>77.0%</td> <td>77.6%</td> <td>60.5%</td> <td>63.4%</td> <td>45.5%</td> <td>66.4%</td> </tr> <tr> <td></td> <td>84.2%</td> <td>82.3%</td> <td>84.5%</td> <td>76.3%</td> <td>71.3%</td> <td>58.5%</td> <td>76.7%</td> </tr> </tbody> </table>	Yr Group	Wk3	Wk4	Wk5	Wk6	Wk 7	Wk 8	Average	Rec	63.0%	61.7%	73.3%	64.4%	53.3%	40.0%	59.3%	1	86.7%	91.1%	88.9%	77.3%	69.8%	56.8%	78.4%	2	83.7%	81.4%	86.0%	85.4%	84.6%	69.2%	81.7%	3	93.0%	83.7%	81.4%	69.6%	66.7%	59.5%	75.7%	4	89.0%	84.4%	86.7%	81.0%	77.3%	61.9%	80.1%	5	93.8%	93.6%	89.4%	82.5%	89.7%	69.2%	86.4%	6	80.5%	80.5%	86.0%	74.2%	65.8%	65.8%	75.5%	SEND	74.3%	77.0%	77.6%	60.5%	63.4%	45.5%	66.4%		84.2%	82.3%	84.5%	76.3%	71.3%	58.5%	76.7%
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Wrap Around Care	Wrap around Care	Paid places at before school club where a breakfast is provided	Monitored through individual	Is there sufficient demand for an out of school club? Do the	There has been a good up take for the before and after school provision. This enables our parents to go to work. The																																																																																

	Support for families in difficulties through additional provision for the Before School Club.		plans e.g Early Help support plan	<p>results of your research give you an accurate picture?</p> <p>How many staff do you need? What roles do they need to fulfil? What qualifications or training must they have?</p> <p>What equipment do you need for your club? What should you focus on if funds are short? Where should you buy it?</p>	children are supported to complete homework, so this ensures they do not fall behind with their learning. There is an increase in the need for this provision which shows that more parents are now going to work.
Uniform	Pupils have the appropriate equipment/uniform for school	Support for pupil's with PE kit, book bags, water bottles and general uniform items	Learning walks	<p>Do all PPG children wear uniform?</p> <p>Does the school provide uniform for those who can not afford it?</p>	All children are wearing full uniform including black shoes.
Educational visits	To ensure equal access for all pupils in offering experiences to enhance the broad curriculum	<p>Money was used to subsidise costs of visits and experiences for PPG pupils such as:</p> <ul style="list-style-type: none"> • Arthog outreach Y5 - Actively engage pupils in outdoor learning opportunities 	Termly summaries are presented to the Governors to show the use of pupil premium money	<p>How are the pupils supported to work together; it does not happen automatically?</p> <p>Is competition encouraged between groups to support pupils in working together more effectively?</p> <p>Are lower achieving pupils</p>	We managed to hire Arthog outreach to come to school to deliver 3 full days at school for Y5 & Y6. This ensured that they had opportunities for outdoor adventurous activities due to the fact we were unable to go away due to COVID.

		<p>with experienced instructors. Pupils link learning in the classroom with the outdoors</p> <p>Theatre groups - story telling, mathematics and cyberbullying</p>	<p>Assessments collated for PE and music this next year</p>	<p>encouraged to participate, to talk and articulate their thinking in collaborative tasks to ensure they benefit fully?</p> <p>What professional development is required to support effective use of these approaches?</p>	
Amount	Intended outcomes	Action	Monitoring	Key Questions	Impact
<p>L £9,000 Music 2 the 4</p> <p>Musical instruments Music teacher</p>	<p>Support gifted and talented pupils in music.</p>	<p>Music 2 the 4 in Y1 and 3 One year long programme in the delivery of a range of musical instruments and formats for Y1 and Y3</p> <p>Individual music tuition for 8 identified pupils in KS2 once a week. Purchase of 4 clarinets and 4 flutes.</p>	<p>Teachers work with the tutor to assess attainment in music. This is collated at the end of each term.</p>	<p>What is the link between your chosen arts intervention and the outcomes you want to improve, and how will you tell if it's successful?</p> <p>How will you use increased engagement to improve teaching and learning for these pupils?</p>	<p>Music 2 the 4 did not take place last year due to COVID19 and music specialists being unable to come to school.</p>

		(Arts participation +2 months)			
£321,734					