

# PUPIL PREMIUM STRATEGY 2020 – 2021



## **Pupil premium strategy statement (Primary)**

### **School overview 2020-21**

School name	Great Heath Academy
Pupils in school	538 Inc Nursery
Proportion of disadvantaged pupils	157/538 based on SIMs September 2020 29.2%
Pupil premium allocation this academic year	£175700
Academic year or years covered by statement	N-Y6
Publish date	September 2020
Review date	14.12.20 Autumn 2
Statement authorised by	Naomi Brown (Principal)
Pupil premium lead	David Hicks
Governor lead	Lloyd Hughes

**Disadvantaged pupils' performance - progress overview for last academic year 2019/20.**

**DUE TO COVID-19 THIS IS UNVALIDATED DATA THAT WAS PRODUCED FOR INTERNAL USE. TEACHERS USED INTERNAL ASSESSMENT INFORMATION TO MAKE JUDGEMENTS ON ATTAINMENT BASED ON WHAT THEY BELIEVED PUPILS WOULD HAVE ACHIEVED IF THE YEAR HAD PROGRESSED NORMALLY.**

Measure	Scaled Score	Score Value Added Progress (FFT TA)
Reading	99.7 PP 103.6 Non-PP	-0.7 PP -0.6 Non-PP
Writing	100.8 PP 104.8 Non-PP	- 0.1 PP +0.3 Non-PP
Maths	98.1 PP 105.6 Non-PP	-2.9 PP + 1.8 Non-PP

**Disadvantaged pupils' performance – attainment overview for last academic year 2019-20**

Measure	Score (FFT TA)		Measure	Score (FFT TA)
Meeting expected standard at KS2 Combined	48%	0% VA	Met expected standard at KS1 Combined	
Meeting expected standard at KS2 Reading	67%	+8% VA	Met expected standard at KS1 Reading	31%
Meeting expected standard at KS2 Writing	62%	+7% VA	Met expected standard at KS1 Writing	23%
Meeting expected standard at KS2 Maths	52%	-4% VA	Met expected standard at KS1 Maths	31%
Meeting expected standard at KS2 SPAG	52%	-6% VA		
Achieving high standard at KS2 Combined	5%	0% VA	Achieved high standard at KS1 Combined	
Achieving high standard at KS2 Reading	10%	-9% VA	Achieved high standard at KS1 Reading	0%
Achieving high standard at KS2 Writing	5%	-6% VA	Achieved high standard at KS1 Writing	0%
Achieving high standard at KS2 Maths	10%	-4% VA	Achieved high standard at KS1 Maths	0%
Achieving high standard at KS2 SPAG	10%	-8% VA		

## 2020-21 Executive Summary

Identified Barriers	Desired outcomes	Teaching Priorities		Targeted Academic Support		Wider Support	
		Strategy Summary	Cost	Strategy Summary	Cost	Strategy Summary	Cost
<b>Curriculum Content amendment as a result of Covid19</b>	Aspects of the curriculum not covered due to Covid19 to be addressed through a Blended Learning approach.	Use of digital platforms to set HL and projects	£3,000	Purchase Nessy Program and provide training to staff to deliver T&L to address gaps in learning in Reading, Writing and Spelling <a href="https://www.nessy.com/uk/">https://www.nessy.com/uk/</a>	£1,000	Focussed afterschool and before-school clubs	£5,000
	Children have the opportunity to engage in a broad and balanced knowledge rich curriculum.	CPD for quality first T&L	£4,000	Purchase 10 Dyslexic screening programs from Nessy	£100	Additional concrete learning materials such as Advanced CGP texts	£600
	Children in Y3 who didn't sit the phonics screening resit in Y2 – pass the screening.	Additional TA support in Y3 to support with content recovery from previous year	£8,000	Facilitate intervention programmes to bridge gaps due to school closure	£5,000		
				Purchase and book training for TAs on the use of 5 minute number and literacy boxes <a href="https://www.fiveminutebox.co.uk/product/five-minute-literacy-box-stage-2/">https://www.fiveminutebox.co.uk/product/five-minute-literacy-box-stage-2/</a>	£1000		

<b>Low levels of language acquisition upon entry</b>	Increase the language base in children's long term memory – closing the language gap between children in the top and bottom quartiles.	Additional TA support in Nursery to support small group sizes to enhance quality first provision	£4,000	SLCN resources	Costed	Stories for Reception to engage parents in reading to their child	£500
	Increase the proportion of pupils passing the phonics screening in Y1	Smaller groupings for phonics in EYFS & KS1 using an additional staffing model	Costed	Purchase and train TAs in S&L interventions using Talk boost KS1 <a href="https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks1/">https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks1/</a>	£1000		
	Increase progress over time by increasing the percentage of children achieving a positive progress score in reading writing and maths in Y6.	Additional staffing to support smaller groupings and streaming in Y6	£5,000	Purchase and book training for TAs on the use of 5 minute number and literacy boxes	Costed above	School and classroom libraries updated to provide more genres and different text types	£500
		The AP/SENCO to cover PPA in Nursery/Reception and Y3 to ensure Quality first teaching.	£5000	Purchase and train TAs in S&L interventions using Talk boost KS2 - narrowing the gap between them and their peers <a href="https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks2/">https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks2/</a>			

<b>Children entering Nursery are working well below the national standard for reading, writing, speaking and Listening.</b>	Increase the percentage of children achieving GLD.	Additional staffing model in EYFS & KS1 to ensure smaller ratios enhancing quality first provision  The AP to cover PPA in Nursery	Costed          Costed	S&L interventions set up using talk boost by S&L TA    EYFS teacher to support Y1 transition following COVID time lost to ensure GLD outcomes are secured during the Aut term.	Costed    £1000		
<b>Speech Language and Communication</b>	Reduce the % of pupils receiving S&L support by the end of EYFS.  Children with identified language disorders, to be identified and receive targeted support no later Spring 1 of Reception year.  Increase the proportion of pupils passing the phonics screening in Y1 & resit in Y2.	QFT All staff trained in Word Aware.  Y1 & Y2 teachers to receive phonics moderation training	£500    Free	SLCN resources          S&L interventions using talk boost by trained TA	£1,500          Costed above	Nessy Program to deliver T&L to address gaps in learning in Reading, Writing and Spelling	Costed above
<b>Low socio-economic demographic –</b>	Ensure that pupils develop the detailed knowledge and skills	Through quality first texts and teaching, ensure	£3,000	Residential experiences in Yr 6. Children develop and refine skills in specific areas promoting improved progress and attainment	£1,000	Afterschool, lunch time and before	Costed

<b>limited Cultural Capital</b>	needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus ensuring they achieve or exceed end of year expectations.	children have then opportunity to visit the theatre or are exposed to theatrical performances.		within the given area of the curriculum. Additionally subsidised through SP.		school clubs linked to enriching the curriculum and children's lives.	Costed
	Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience.			Teach children how to ride a bike through Bike Ability in and through playground activities with school brought bikes. Additionally subsidises through SP.	£1000 £2,000	Lunch Time clubs to engage in sports.	
						Improve Out of the classroom learning such as school trips and enrichment opportunities	£6,000
						Purchased MYON to allow all children to read a book online	£1000
			£32,500			£14,600	£43,300

### Teaching priorities for current academic

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
Progress in Reading	Achieve national average progress scores in KS2 Reading (0) if not better Increase the % of Children achieving the Expected Standard in Reading closing the gap to national Increase the % of Children achieving the Combined Expected Standard in KS2	May 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (0) if not better Increase the % of Children Reaching the Expected & Higher Standard in SPAG Increase the % of Children achieving the Expected Standard in Writing closing the gap to national Increase the % of Children achieving the Combined Expected Standard in KS2	May 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0) if not better Increase the % of Children achieving the Expected Standard in Maths closing the gap to national Increase the % of Children achieving the Combined Expected Standard in KS2	May 2021
Phonics	Achieve national average expected standard in PSC if not better	June 2021
% of Children achieving GLD in EYFS	Increase the % of Children achieving GLD	June 2021
Other	Improve attendance of disadvantaged pupils to LA average if not national Reduce the PA of disadvantaged pupils in-line with LA if not national Ensure PSHE curriculum is implemented with new changes post Covid 19 to support Loss, anxiety and worry.	July 2021



## Teaching strategies for current academic year

Measure	Activity	Predicted cost
<p><b>Priority 1:</b> Aspects of the curriculum not covered due to Covid19 to be addressed through a Blended Learning approach.</p> <p>Children have the opportunity to engage in a broad and balanced knowledge rich curriculum.</p> <p>Children in Y3 who didn't sit the phonics screening resit in Y2 – pass the screening.</p>	<p>Use of digital platforms to set HL and projects such as Nessy for targeted English support; PA maths, TT Rock-stars for Maths support; Myon for home reading and comprehension development; Lexia for home learning phonics and grammar. All can be used as intervention programs to supplement in-class teaching and for home learning.</p> <p>CPD for quality first T&amp;L – Subject leads to support staff with planning and developing their schema of work to ensure the curriculum offering is broad and balanced. Curriculum lead to deliver subject knowledge CPD every half term. Mentor to team teach with NQT in the Autumn term to ensure a QFT model is embedded. EYFS Teacher to co-teach a transition model in Y1 during the Autumn term.</p> <p>Additional TA support in Y3 to support with content recovery from previous year. This will ensure a small ratio enabling all children a greater proportion of small group teaching and 1:1 support.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/</a></p>	<p>£3,000</p> <p>£3,000</p> <p>£8,000</p>
<p><b>Priority 2:</b> Increase the language base in children's long term memory – closing the language gap between children in the top and bottom quartiles.</p>	<p>Additional Staffing in Nursery to support small group sizes to enhance quality first provision, small ratios higher quality of 1:1 provision.</p> <p>Smaller groupings for phonics in EYFS &amp; KS1 using an additional staffing model. SLT team have mapped out phonic groups to ensure phonics delivery is in small groups based on phase sounds assessments.</p>	<p>£4,000</p> <p>Costed</p>

	<p>Additional staffing to support smaller groupings and streaming in Y6. Children will be split into smaller classes to offer a more focused approach to learning, promoting an environment whereby accelerated progress can take place.</p> <p>The AP to cover PPA in Nursery as this is her specialism to ensure Quality first teaching based on content not delivered in Summer term due to COVID closure.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/within-class-attainment-grouping/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/within-class-attainment-grouping/</a></p>	<p>£5,000</p> <p>£5,000</p>
<p><b>Priority 3:</b> Increase the percentage of children achieving GLD.</p>	<p>Additional staffing model in EYFS&amp;KS1 to ensure smaller ratios enhancing quality first provision. SLT team have mapped out phonic groups to ensure phonics delivery is in small groups based on phase sounds assessments.</p> <p>The AP in Nursery in Sp and Sum term. The AP will also support EYFS with capacity if needed and will support with the delivery of Phonics in Reception.</p> <p><a href="https://www.gov.uk/government/publications/the-pupil-premium-an">https://www.gov.uk/government/publications/the-pupil-premium-an</a></p>	<p>Costed</p> <p>Costed</p>
<p><b>Priority 4:</b> Reduce the % of pupils receiving S&amp;L support by the end of EYFS.</p> <p>Children with identified language disorders, to be identified and receive targeted support no later Spring 1 of Reception year.</p> <p>Increase the proportion of pupils passing the phonics screening in Y1 &amp; resit in Y2.</p>	<p>QFT- All staff trained in Word Aware, this will ensure all staff are providing high quality acquisition across all subjects with Sucre pedagogy of how language is retained and transferred to the long term memory.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</a></p> <p><a href="http://www.ican.org.uk/What_is_the_issue/Latest%20policy%20and%20research/How-many-children-have-language-impairment.aspx">http://www.ican.org.uk/What_is_the_issue/Latest%20policy%20and%20research/How-many-children-have-language-impairment.aspx</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p>	<p>£500</p>

<p><b>Priority 5:</b> Ensure that pupils develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus ensuring they achieve or exceed end of year expectations.</p> <p>Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience.</p>	<p>Through quality first texts and teaching, ensure children have the opportunity to visit the theatre or are exposed to theatrical performances. The Arts can promote creativity that can impact positively on literacy skills.</p> <p>The school library will be stocked a range of modern and classic texts that will enable staff to immerse children in the love and passion of literature.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</a></p> <p><a href="https://teachlikeachampion.com/books/reading-reconsidered/">https://teachlikeachampion.com/books/reading-reconsidered/</a></p>	£3000
Barriers to learning addressed by priorities above	<ul style="list-style-type: none"> <li>• Low levels of language acquisition upon entry</li> <li>• Children entering Nursery are working well below the national standard for reading, writing, speaking and listening.</li> <li>• Speech Language and Communication</li> <li>• Low socio-economic demographic – limited Cultural Capital</li> </ul>	
Projected cumulative spending		£32,500

### Phonics Strategies to ensure pupils reach the expected standard in phonics check at end of Y1

Measure	Activity	Predicted cost
<b>Priority 1:</b> Children in Y3 who didn't sit the phonics screening resit in Y2 – pass the screening.	Use of digital platforms to set HL and projects	£6,000
	CPD for quality first T&L	£3,000
	Additional TA staffing in Y3 to support with content recovery from previous year	£8,006

<b>Priority 2:</b> Increase the proportion of pupils passing the phonics screening in Y1	Smaller groupings for phonics in EYFS&KS1 using an additional staffing model	£8,000
<b>Priority 4:</b> Reduce the % of pupils receiving S&L support by the end of EYFS.  Children with identified language disorders, to be identified and receive targeted support no later Spring 1 of Reception year.  Increase the proportion of pupils passing the phonics screening in Y1 & resit in Y2.	QFT All staff trained in Word Aware to ensure they are all delivering quality first language provision.  Y1&Y2 CTs to receive Phonics moderation training to ensure they are aware of the intended outcome and have renewed delivery training.	£800  Free
Barriers to learning address by priorities above	<ul style="list-style-type: none"> <li>Curriculum Content amendment as a result of Covid19</li> <li>Low levels of language acquisition upon entry</li> <li>Speech Language and Communication</li> </ul>	
Projected cumulative spending		Included in Teaching , Targeted and Wider Costing

#### Targeted academic support for current academic year

Measure	Activity	Predicted cost
<b>Priority 1:</b> Aspects of the curriculum not covered due to Covid19 to be addressed through a Blended Learning approach.	Nessy Program to deliver T&L pitched at pupil's current academic ability taken from a baseline carried out by the diagnostic tool provided online. Nessy Reading & Spelling adheres to the Orton-Gillingham approach, meaning that each child receives instruction tailored to his or her specific needs.  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</a>	£1000

<p>Children have the opportunity to engage in a broad and balanced knowledge rich curriculum.</p> <p>Children in Y3 who didn't sit the phonics screening resit in Y2 – pass the screening.</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a></p>	
<p><b>Priority 2:</b> Increase the language base in children's long term memory – closing the language gap between children in the top and bottom quartiles.</p> <p>Enabling children to draw upon the relevant 'schema' in their Long Term Memory.</p>	<p>SLCN resources to support word aware across the school and support with SALT interventions</p> <p>S&amp;L interventions such as Early Talk Boost &amp; Talk Boost, individual 1:1 to be delivered by S&amp;L TA</p> <p><a href="http://www.ican.org.uk/What_is_the_issue/Latest%20policy%20and%20research/How-many-children-have-language-impairment.aspx">http://www.ican.org.uk/What_is_the_issue/Latest%20policy%20and%20research/How-many-children-have-language-impairment.aspx</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years-intervention/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years-intervention/</a></p>	<p>£1,000</p> <p>£7,600</p>
<p><b>Priority 3:</b> Increase the percentage of children achieving GLD.</p>	<p>S&amp;L interventions such as Early Talk Boost &amp; Talk Boost, individual 1:1 sessions to be delivered by S&amp;L TA</p> <p>EYFS teacher to support Y1 transition following COVID time lost to ensure GLD outcomes are secured during the Aut term.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p>	<p>£1,000</p> <p>£7,600</p>
<p><b>Priority 4:</b> Reduce the % of pupils receiving S&amp;L support by the end of EYFS.</p> <p>Children with identified language disorders, to be identified and receive targeted support no later Spring 1 of Reception year.</p>	<p>S,L&amp;Q resources to support word aware across the school and support with SALT interventions</p> <p>S&amp;L interventions such as talk boost etc by S&amp;L TA. SALT Interventions by S&amp;L Therapist. A qualified S&amp;L Therapist will work with children identified by the LA as having SEND needs identified as S&amp;L.</p>	<p>£1,500</p>

Increase the proportion of pupils passing the phonics screening in Y1 & resit in Y2	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/</a>  <a href="http://www.ican.org.uk/What_is_the_issue/Latest%20policy%20and%20research/How-many-children-have-language-impairment.aspx">http://www.ican.org.uk/What_is_the_issue/Latest%20policy%20and%20research/How-many-children-have-language-impairment.aspx</a>	
<p><b>Priority 5:</b> Ensure that pupils develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus ensuring they achieve or exceed end of year expectations.</p> <p>Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience.</p>	<p>Residential experiences in Yr 6. Children develop and refine skills in specific areas promoting improved progress and attainment within the given area of the curriculum. Additionally subsidised through SP.</p> <p>Teach children how to ride a bike through Bike Ability and through playground activities with school brought bikes. Additionally subsidised through SP</p> <p> <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf</a>   <a href="https://journals.sagepub.com/doi/abs/10.1177/1932202X17715304?journalCode=joac">https://journals.sagepub.com/doi/abs/10.1177/1932202X17715304?journalCode=joac</a>   <a href="http://www.suttontrust.com/researchpaper/life-lessons/">http://www.suttontrust.com/researchpaper/life-lessons/</a>   <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</a> </p>	<p>£1,000</p> <p>£2,000</p>
Barriers to learning address by priorities above	<ul style="list-style-type: none"> <li>• Curriculum Content amendment as a result of Covid19</li> <li>• Low levels of language acquisition upon entry</li> <li>• Children entering Nursery are working well below the national standard for reading, writing, speaking and listening</li> <li>• Speech Language and Communication</li> <li>• Attendance and PA</li> <li>• Low socio-economic demographic – limited Cultural Capital</li> </ul>	
Projected cumulative spending		£22,600

## Wider strategies for current academic year

Measure	Activity	Predicted cost
<p><b>Priority 1:</b> Aspects of the curriculum not covered due to Covid19 to be addressed through a Blended Learning approach.</p> <p>Children have the opportunity to engage in a broad and balanced knowledge rich curriculum.</p> <p>Children in Y3 who didn't sit the phonics screening resit in Y2 – pass the screening.</p>	<p>P1. Focussed afterschool and before-school clubs. During Autumn term based on COVID restrictions run a free lunchtime club each day for each year group from Y1-Y6. Re-assess for spring term and increase offering to after school to include mixed year groups with the aim of at least 50% participation of PP children per club.</p> <p>P1:2 Additional concrete learning materials such as Advanced CGP texts, for all Y2 &amp; Y6 children to support with a blended learning approach both in-class and at home.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/</a></p>	<p>£6000</p> <p>£600</p>
<p><b>Priority 2:</b> Increase the language base in children's long term memory – closing the language gap between children in the top and bottom quartiles.</p> <p>Enabling children to draw upon the relevant 'schema' in their Long Term Memory.</p>	<p>P2. 1000 stories in Reception to engage parents in reading to their child. Nursery and Reception to incite parents in weekly to read with children and engage in a book exchange program.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</a></p>	<p>£100</p>
<p><b>Priority 3:</b> Increase the percentage of children achieving GLD.</p>	<p>P3. Create a collaborative linking program with a fellow cluster school to enhance children's opportunities to explore and communicate with a wider range of children in new surroundings.</p> <p><a href="https://www.lotc.org.uk/what-is-lotc/">https://www.lotc.org.uk/what-is-lotc/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/</a></p>	<p>£1,000</p>
<p><b>Priority 4:</b> Reduce the % of pupils receiving S&amp;L support by the end of EYFS.</p>	<p>P4. Nussy Program to deliver T&amp;L to address gaps in learning in Reading, Writing and Spelling</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</a></p>	<p>£990</p>

Children with identified language disorders, to be identified and receive targeted support no later Spring 1 of Reception year.  Increase the proportion of pupils passing the phonics screening in Y1 & resit in Y2	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a>	
<p><b>Priority 5:</b> Ensure that pupils develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus ensuring they achieve or exceed end of year expectations.</p> <p>Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience.</p>	<p>Afterschool, lunch time and before school clubs linked to enriching the curriculum and children's lives. Clubs to offer a broad and balanced view of enrichment from academic, to sports and creative.</p> <p>Lunch Time clubs to engage in sports. Improve Out of the classroom learning such as school trips and enrichment opportunities. Offering sports that may not appear on the traditional curriculum such as golf and archery.</p> <p>All pupils are exposed to first-hand experience. Pupils are exposed to the outside world through rich vocabulary opportunities and language acquisition. Pupils build confidence in public, gaining valuable life experiences.</p> <p><a href="https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=133&amp;t=Teaching%20and%20Learning%20Toolkit&amp;e=133&amp;s=">https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=133&amp;t=Teaching%20and%20Learning%20Toolkit&amp;e=133&amp;s=</a> <a href="http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf">http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf</a></p>	<p>£6000</p> <p>£1000</p> <p>£6000</p>
Barriers to learning address by priorities above	<ul style="list-style-type: none"> <li>• Low levels of language acquisition upon entry</li> <li>• Children entering Nursery are working well below the national standard for reading, writing, speaking and listening.</li> <li>• Speech Language and Communication</li> <li>• Attendance and PA</li> <li>• Low socio-economic demographic – limited Cultural Capital</li> </ul>	
Projected cumulative spending		£43,300



## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given over to allow for staff professional development</p> <p>Engaging staff in pedagogy that will support their own CPD</p> <p>Cost of quality first CPD</p>	<p>Use of INSET days and additional cover being provided by senior leaders</p> <p>Signpost staff to relevant pedagogy that as an SLT team we engage with and implement with in school.</p>
Targeted support	<p>Ensuring enough time for school leaders to support small groups</p> <p>Ensure interventions are purposeful and led by the most right member of staff</p> <p>Timetabling issues</p>	<p>75% of the SLT team do not have full class responsibility but all have a teaching commitment.</p> <p>All year groups have a least 1 additional member of staff and intervention groups are mapped out by the SLT team in consultation with CTs</p> <p>SLT &amp; MLs work together to create whole school and intervention timetables.</p>
Wider strategies	<p>Engaging the families facing most challenges</p> <p>Cost implications for families and the academy.</p> <p>Enrichment lead having the time to monitor and improve this area of development.</p>	<p>Work closely with parents &amp; other local schools on cross-school outreach programmes.</p> <p>Utilise new digital platforms to support communication with parents following the COVID19 communication successes.</p> <p>Appoint a new parent governor &amp; continue to develop the new PTA</p>

	<p>Ability to carry-out enrichment opportunities during the Autumn term due to COVID restrictions.</p>	<p>Utilise various avenues to income such as PP, SP and grants to subsidise enrichment opportunities for families</p> <p>Generate additional revenue for the academy through leadership expertise such as LA moderation etc.</p> <p>SLT to look at enrichment and ensure they have enough time and capacity to move this area forward.</p> <p>SLT to use government guidance to create logistical plans-fully risk assessed to ensure enrichment opportunities are created where possible</p>
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## Review: last year's aims and outcomes

Aim	Cost	Outcome	Evaluative Summary
Progress in Reading and Writing	<p>Targeted interventions conducted by TAs £17,600</p> <p>Training to all staff in the Reading scheme £1000</p> <p>New test books brought for the new English (Reading) curriculum £1000</p> <p>New reading book brought £</p> <p>Continue to use Accelerated Reader £</p> <p>Purchase Myon to enable children to read books online at home £500</p>	<p>FFT TA Data (not based on SATs Due to Covid19)</p> <p>KS2 Reading Attainment 67% +6VA -0.7 Progress PP</p> <p>KS2 Writing Attainment 62% +7VA -0.2 Progress PP</p> <p>KS1 Reading Attainment 31% PP</p> <p>KS1 Writing Attainment 23% PP</p>	<p>KS2: Steady improvement in disadvantaged pupil progress from 2018 to 2019. On track towards aim.</p> <p>KS1: higher proportion of PP not achieving ARE (lower starting point), mobility affecting overall data; higher proportion of pupils with SEND and S&amp;L, teaching year not completed due to lockdown</p>
Progress in Mathematics	<p>Training to all staff on use of PA maths</p> <p>Training on feedback to staff</p> <p>3<sup>rd</sup> Space Learning £4,300</p>	<p>KS2 Maths Attainment 52% -4VA -3.0 Progress PP</p> <p>KS1 Maths Attainment 31% PP</p>	<p>KS2: Identified limited impact from 3<sup>rd</sup> Space on achieving ARE for PP children.</p> <p>KS1- Higher proportion of PP not achieving ARE (lower starting point), mobility affecting overall data; higher proportion of pupils with SEND and S&amp;L, incomplete teaching year due to lockdown</p>

Phonics	<p>Ensure high quality interactions with adults to develop communication and language skills.</p> <p>Acquire Language Link and train SENCo and TA in its use. Identify pupils (including PP children) that would benefit from developing their communication skills.</p> <p>Identify children that would benefit from working with SALT to develop their speech.</p>		<p>Due to COVID the language link was not developed and embedded into the school. This will continue into this academic year.</p> <p>Pupils in EYFS and KS1 were identified and worked with the SALT</p>
GLD			
Other	<p>Whole school approach. Pupils eligible for PP take part in and benefit from nurture group led by school's FSW.</p> <p>Decrease in exclusions for PP pupils.</p> <p>PP pupils' wellbeing is prioritised as a first step towards better behaviour and good academic achievement.</p> <p>ELSA TAs, supported by SLT and teaching staff, to identify those children at the risk of exclusion or with persistent disruptive behaviour and pupils with wellbeing concerns.</p> <p>Invite parents and carers to 'Stay and Play' workshops</p>	<p>PP children were targeted and joined the Nurture group during Enrichment and lunch time and developed social skills</p> <p>No PP children were excluded</p> <p>ELSA trained TA led supportive sessions with identified PP children</p> <p>Stay and play sessions were very popular and over 75% of parents from children in the Reception and Nursery attended</p>	

	<p>Organise information sessions for parents on Phonics Screening, Assessment by the end of KS1, and KS2 SATs</p> <p>Invite parents and carers to weekly Sharing Assemblies</p> <p>SLT/FSW Coffee mornings</p> <p>Charity/fundraising events Termly Parent-Teacher consultations and Curriculum Evening</p>		
<b>Cumulative Cost</b>	£		