

1. Summary information	
2. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	<p>Our disadvantaged children continue to need consistently high quality first teaching and targeted interventions from qualified professionals in order to catch up or keep up with their peers and similar groups nationally. Our teaching and learning team and inclusion team are crucial if we are to ensure our disadvantage children continue to make progress and our more/most able disadvantaged children achieve in line with the same group nationally.</p> <p>The impact of Covid 19 means that our most disadvantaged children are in even more need of quality first teaching and quality interventions if we are to continue to successfully address the achievement gap.</p>
B.	<p>Underdeveloped oral language skills and limited vocabulary continue to be barriers for some of the PP eligible pupils.</p> <p>In EY, a high proportion of children enter well below age related expectations in CL, PSE and Literacy and need to make accelerated progress in order to achieve a good level of development.</p> <p>In Primary, this impacts particularly on progress in reading and writing especially, and access to the wider curriculum. Underdeveloped language also impacts on mathematics attainment particularly in areas of SSM in EY and in using and applying and reasoning in KS1 and KS2</p>
Additional barriers Social Emotional and Mental health Needs	
C.	<p>Although overall attendance improved and persistent absence decreased during 18/19 our attendance remains lower than the national average.</p> <p>Illness and unauthorised holiday accounts for the majority of absence.</p> <p>Improving punctuality and attendance of specific children in Primary continues to be a focus as well as improving attendance and punctuality overall in Early Years.</p>

D.	Capacity for family support Mobility – inward and outward – caused by temporary housing accommodation housing issues where families are living in temporary accommodation or are facing being re-housed due to the cap on housing benefit and move to universal credit. 'Toxic trio' LAC
E.	Limited access to wider enrichment activities – even more so due to Covid19.

Desired Outcome	Success Criteria
<p>A Disadvantaged children will achieve at least in line with national including the most able disadvantaged.</p>	<p>All disadvantaged pupils who attain GDS for RWM at the end of KS1 make the transition to GDS at the end of KS2 with 10% of children who achieved EXS making accelerated progress and achieving GDS. Disadvantaged children are achieving in line/above with national. The within school gap between PP and NPP is less than 5%</p>
<p>B Disadvantaged pupils are identified in each year group within 'class profiles', Disadvantaged children with under developed language and literacy skills receive targeted intervention to accelerate progress. Teachers and support staff have a good working knowledge and understanding of how to identify and address barriers caused by SpLD.</p>	<p>Quality texts help develop children's vocabulary. Speech, communication and language QFT and interventions results in increased attainment and progress of PP children across the curriculum.</p>
<p>C Attendance – continue establishing good attitudes to attendance and punctuality from EYFS and primary so that all year groups have attendance that is at least in line with national.</p>	<p>Overall attendance for disadvantaged pupils, including EYFS, is at/greater than 96%</p>
<p>D Vulnerable families receive appropriate support</p>	<p>PP & LAC achieve EXS in line with national and those demonstrating the potential attend GDS</p>
<p>E Continue to provide enrichment experiences for learning and ensure they have the knowledge and cultural capital they need, including local trips, visit to the theatre, residential trips and partner working with parents, to support them in reaching outcomes that will help them succeed in life. Whole class guided reading texts provide broader vocabulary.</p>	<p>Book looks/Floor books show increased engagement and productivity. Maintained and increased access and participation in wider curriculum opportunities. Book looks show that children are using age appropriate language structures and vocabulary across the curriculum and are able to complete extended pieces of writing in a range of subjects.</p>

Planned expenditure					
Academic year		2020/2021			
Quality of teaching for all					
Action/approach estimated cost	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/s	When will you review implementation?
Assistant Head Part-subsidy of full on-cost of primary lead practitioner providing quality daily teaching and sharing expertise:	All groups of children make good progress and the gap between attainment diminishes. 100% of teaching is judged as good in core and non-core subjects <ul style="list-style-type: none"> • Setting high expectations • Developing teachers' practice • Ensuring consistent implementation of school approaches, policies & initiatives • Facilitating sharing good practice • Improving the quality of assessment • Planning for, modelling and delivering interventions • Covering absence to ensure QFT continues • Quality assurance • Data analysis 	Sutton Trust/EEF research on effective marking & feedback; metacognition and Literacy approaches for EY & Primary informs our approach to teaching and learning ££££ **** +6 months Collaborative learning £ **** +5 months Feedback £ *** + 8 months Mastery learning £ *** +5 months Metacognition & Self-Regulation £ **** + 7 months	Assistant Head out of class and focuses on coaching teachers to ensure QFT takes place and high quality interventions are in place. SLT Learning walks, book looks, coaching meetings Learning partnership peer to peer review School peer to peer review/lesson study Progress reviews and data analysis	DHT/AHT	Dec, March & July Progress review meetings

Planned expenditure					
Academic year		2020/2021			
Quality of teaching for all					
Action/approach estimated cost	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/s	When will you review implementation?
<p>Non class based teachers (2 x 0.6)</p> <p>Part-subsidy to maintain benefits of reduced additional teacher team to ensure that the school has the additional capacity to address the needs of PP children.</p>	<p>Consistent implementation of practice and expectations across school (lesson observations / book looks)</p> <p>Increased % of children working at or above ARE (assessment data)</p>	<p>Research from The Sutton Trust has shown that good teachers have the most direct impact on student outcomes.</p> <p>Therefore, we train and support highly qualified teachers to deliver targeted support.</p> <p>Collaborative learning £ **** +5 months</p> <p>Feedback £ *** + 8 months</p> <p>Mastery learning £ *** +5 months</p> <p>Metacognition & Self-Regulation £ **** + 7 months</p>	<p>Groups tracked at least termly in Pupil progress reviews with a focus on disadvantaged children and most able disadvantaged children.</p> <p>Assessment information is analysed by class teachers and SLT.</p> <p>PP assessment data for non-core subjects is being collected and will be analysed by curriculum leads/SLT to inform curriculum planning.</p> <p>SLT Learning walks, work scrutiny</p>	DHT/AHT Curriculum leaders	At least termly

Planned expenditure					
Academic year		2020/2021			
Quality of teaching for all					
Action/approach estimated cost	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/s	When will you review implementation?
<p>Improved oral language and literacy skills in EYFS & Primary</p> <p>Further develop and embed a range of targeted and universal interventions, including 'wiggle wobble', sessions with a focus on vocabulary, particularly the use of EAL/ SpLT strategies/whole class guided reading using high quality challenging texts.</p>	<p>Children develop language and literacy skills enabling them to access the curriculum so that they make accelerated progress in core and non-core subjects</p> <p>Early Intervention for identified children in reception with language and social skill difficulties</p> <p>More/most able disadvantage children achieving GDS in reading and writing is in line/above national</p> <p>Challenging texts broaden children's experience of language and strategies for learning new words. Most Able pupils are challenged more regularly</p>	<p>Research from The Sutton Trust has shown that good teachers have the most direct impact on student outcomes. Therefore, we train and support highly qualified teachers to deliver targeted support.</p> <p>Ongoing assessment data demonstrates that disadvantaged pupil's proficiency in English and language development impedes their access to the curriculum.</p>	<p>Progress meetings will identify pupils not making accelerated progress and interventions will be evaluated</p> <p>Embed whole school implementation of Mrs Wordsmith programme</p> <p>Adult led learning to focus on using full sentences; prompting critical thinking and problem solving by questioning; teaching of vocabulary and reinforcement of grammar for past, present and future.</p> <p>Further develop reading/writing for pleasure through regular use of school library, digital literacy</p>	<p>DHT</p> <p>English lead</p> <p>Early Years Leads</p> <p>Computing lead</p>	<p>December</p> <p>March</p> <p>July</p>

Planned expenditure					
Academic year	2020/2021				
Targeted Action					
Action/approach estimated cost	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/s	When will you review implementation?
<p>Part-subsidy of appointed Family Support Officer to work closely to liaise one to one with families in challenging circumstances.</p> <p>Sign post support, liaise with Early Help Team and Social Care</p> <p>Work with families to improve attendance, work with pupils to support behaviour and attitudes to learning.</p>	<p>Improvement in behaviour for learning and attendance & punctuality for PP children</p> <p>Reduction in PA for PP</p> <p>Developing self-confidence/self-esteem & resilience in PP</p>	<p>Improving our attendance and reducing the level of persistent absence remains a key priority. When children attend regularly, they make greater progress. Evidence shows that children who attend regularly have stronger friendships, are more confident and develop more resilience.</p>	<p>Implement attendance policy including LA penalty fines</p> <p>Continue to monitor attendance of targeted children daily</p> <p>Fortnightly Inclusion team meetings to ensure issues are addressed in a timely manner</p> <p>PP children will be monitored closely and all class teachers will know who their PP children are and who needs to improve punctuality/attendance</p> <p>Continue to raise parents' awareness of impact low attendance has on emotional wellbeing, attainment & progress</p> <p>Meetings with school nurse and attendance projects</p>	<p>DHT/DSL</p> <p>DDSL/FSO</p>	<p>December</p> <p>March</p> <p>July</p>

Planned expenditure					
Academic year		2020/2021			
Targeted Action					
Action/approach estimated cost	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/s	When will you review implementation?
<p>To support our growing number of families with Social, Emotional and Mental Health Needs (SEMH) needs within the school:</p> <ul style="list-style-type: none"> • Access to therapists including Music, Art & Play therapy • £10,000 • Continued subsidy of Outdoor learning project lead • Subsidised clubs 	<p>Provide support for social and emotional needs experienced as a result of external barriers to learning such as domestic violence, temporary housing, attendance, etc.</p>	<p>Children with SEMH needs can struggle to engage with the curriculum and school life and can be absent or unproductive in their learning.</p> <p>Support with engaging in classroom and school life through a range of targeted interventions and clubs enables children to be more focused in lessons times and develop their self-esteem and resilience</p>	<p>Pupils have access to therapeutic services and a designated family support team in school</p> <p>Targeted pupils will be tracked through data collection cycles</p> <p>Increase in the engagement of disadvantaged children's families through targeted in school interventions (e.g. lunchtime nurture support/after school clubs) & outreach support.</p> <p>Inclusion meetings</p>	<p>FSO SENDCo</p>	<p>December and then termly</p>

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Academic year	2020/2021				
Targeted Action					
Action/approach estimated cost	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/s	When will you review implementation?
Additional EP & SpLT Support Individualising support at all levels: targeted Sp&L support and EP assessments to inform planning and differentiation Targeted Sp&L support and EP assessments to inform planning and differentiation £450 per day – projected 6 days £2,700 £10,000	PP/SEND children receive timely and appropriate support Targeted S&L support and EP assessments to inform planning and differentiation Staff receive professional development from a range of specialists e.g. SpLT and Precision teaching	There is an increase in the number of children of children with SLCN/ASD/SEMH needs	Termly observations and reviews. Feedback from teachers. SEN support plans	Inclusion Team	At least termly – progress reviews

Planned expenditure					
Academic year	2020/2021				
Other approaches					
Action/approach estimated cost	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/s	When will you review implementation?
Learning outside the classroom Heavily subsidised trips and visits (including year 6 residential), workshops and performances Subsidised uniform/outdoor clothing	Improved attainment and progress in writing across the curriculum. Improved attendance Children will write for a range of purposes and audiences and attainment and progress will increase, particularly for more able disadvantaged writers.	Our children benefit from memorable learning experiences socially, emotionally and academically. Our children need a context for learning and a stimulus to trigger their interest. Writing based on real life experiences is generally of a better quality.	Each trip or visit will be planned with clearly identified learning outcomes and evaluated according to its effectiveness. Review curriculum visits and curriculum maps. Develop a clear progression in outdoor learning curriculum	Curriculum Leads Outdoor learning lead	July
Heavily subsidised clubs including before and after school, sport etc. Consider offering most vulnerable families – holiday provision (Oct half term)	Children enjoy a range of experiences they may not access otherwise. Children will not be hungry and so will have improved energy and concentration levels.	Some children have limited access to wider curricular experiences. After school clubs mean that pupils gain a range of skills which can be used across the curriculum. Breakfast club means that pupils arrive at school on time, and are prepared to access the curriculum	Outcomes and attendance for those pupils will be tracked on a termly basis.	DHT FSO	July