

Due to **coronavirus**, we do not have summative assessment data available for the 2019/20 academic year and will not be able to benchmark progress formally. However, we have used analysis of actions, teacher assessments and internal data to review impact for the period between September and March 2020.

**A. Improved tracking and evaluation of attainment and interventions.**

Intended Outcome	Action	Impact	Evaluation	Cost
Pupils receiving interventions will make better than expected progress.	- Regular updated lists of PP to CTs	-Regular circulation of PP list achieved and PDM (Nov 19) helped to raise the profile of PP pupils & explain the importance of PP and the closing of the attainment gap. -DDIs & Pupil Progress meetings shown that CTs and TAs are aware of & can discuss their PP pupils and their specific barriers/ needs. From this, CTs have created specific targets for individuals / Key Marginals and all year groups have created specific interventions for PPG needs e.g. Homework Clubs, access to Ipads, Reading Buddies, TTRS and mindfulness-type pastoral support and booster interventions.	-PP awareness has much increased and individual targets and targeted interventions evident in each year group. This is to continue to ensure all CTs and TAs are aware of PPG in their classes to drive progress. - Improved system of gathering PP status at registration for new starters now in place and to continue. (Trends show that PP levels are set to continue around 30% into the future). -We need to continue to develop a system of tracking effectiveness of interventions and impact on PP pupil outcomes to ensure a narrowing of the attainment gap.	£10,000
	-Develop PP detailed Cost Tracker-	- Was developed. However, a trial showed this to be too complicated & increased workload unnecessarily	- discontinued.	
	-Individual PP Tracker	- Year Group PP folders introduced with individual trackers and PP information for pupils.	- to be continued and monitored by PP Lead to support impact tracking – half termly.	

	<p>-Use of PiXL assessments, QLAs and therapies will support teachers to target PP, identify gaps and evaluate impact of interventions.</p>	<p>- Over the period, PiXL assessments and QLAs were embedded across the school. Analysis was used to identify Key Marginal children with a focus on PP pupils.</p> <p>- Back to school Sept 20 PiXL assessments and therapies have been used to ascertain starting points and gaps for all pupils.</p> <p>Juniors not Infants – Pixl yr 2 up</p>	<p>- Continue to embed use of PiXL assessment and analysis.</p> <p>- Continue to develop use of PiXL therapies to support gaps in learning and improve progress for whole class as well as for targeted interventions for PPG.</p>	
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**B. Raising attainment for all and narrowing the gap between achievement for PP pupils and non PP peers.**

Intended Outcome	Action	Impact	Evaluation	Cost
<p>Gap in attainment in RWM will narrow less than 10%</p>	<p>- Participation in 'Excellence for Everyone'</p>	<p>-Year 4 did attend and begin a project based on targeting support for reading through Online Reading Buddies. Initial success in improving regularity and engagement of reading. However, the tracking of impact was hindered by Covid.</p>	<p>-End of year teacher assessment for RWM- Gap bet. PP pupils and non PP peers compared to their attainment in their previous year:</p> <p>-Years 1, 2 and 3 – RWM Gap has increased to bet. 19% - 29%</p> <p>-Yr 4 – RW Gap has reduced to bet. 13% - 16%.</p>	<p>£105,000</p>

<p>PP pupils have access to support for home learning and I pads.</p>	<p>Implementation of online resources – TTRS, My Maths, Reading Buddies and Purple Mash.</p>	<p>-Implementation across the school of these online platforms achieved.</p> <p>-Children are engaged more in accessing online learning than with previous methods, with increased participation in home learning. Whilst pupils finding these platforms 'fun' and interactive – they also provide consistency and support parents in supporting learning, especially where parental support or resources are limited at home.</p> <p>-CTs have been able to set more bespoke/ differentiated home learning based on up to date / teacher assessment. E.g. TTRS/ RBs set to level, MyMaths can set specific tutorial and questions according to learning need to support pupil and parent understanding.</p> <p>-In school support for home learning (Clubs and interventions in every year group) and access to IT (especially for PPG with low support at home) has also become more efficient and engaging.</p>	<p><i>In Maths, PP outperformed their peers by 2%</i></p> <p>- Yr 5.- RWM Gap has reduced to bet. 5% - 8%</p> <p><b>- Yr 6 ?????</b></p> <p>-If a new 'Excellence for Everyone' goes ahead this year – we should sign up to this because of the positive impact of previous Challenge the Gap projects where target pupils made good progress to ARE.</p> <p>-All online platforms to continue to be used and developed.</p> <p>-This work had great benefits during Covid and the continuation of learning at home during Lockdown. It also placed us in a solid position to successfully implement Google Classroom where uptake across the school was high. GC Lead has been appointed.</p> <p>-Where access to IT at home was difficult, we were proactive as a school in contacting parents and providing and delivering paper packs of work.</p> <p>-Prior to July 20 summer holidays, all vulnerable pupils (many having PP status), were offered a place in school to support families pastorally and with the continuation of learning.</p> <p>- Some of our most vulnerable pupils were provided with PCs during lockdown.</p> <p>- Keep up to date record of identified pupils with IT issues from disadvantaged backgrounds (especially in light of further Covid lockdowns) and supply equipment/ support where possible.</p>	
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<p>Curriculum progression and assessments are rigorous and identify gaps and next steps in learning.</p>	<p>-Regular CPD in line with SIP</p> <p>- 2x TLR posts for foundation curriculum leads</p> <p>-Set up subject leads for all subjects</p> <p>- Adopt a 'keep up not catch up' approach for all pupils through quality live and responsive feedback that identifies barriers and informs responsive intervention. 1:1 pupil conferencing</p>	<p>- In line with the EEF ethos that 'high quality teaching for all' is the most effective way to improve outcomes for all learners, especially disadvantaged pupils – the school has regular CPD for teaching staff in place through: PDMs, Inset training days, Educare, specific training courses, inhouse support for planning and subject knowledge (by specialist and AHTs), good and supportive NQT induction as well as good connections with other schools in the academy and Hubs.</p> <p>-A system of Developmental Drop-Ins is in place to support and develop staff. <b>These have shown that there is a good standard of teaching across the school.??? And support, training, coaching and mentoring has been had a positive impact on standards. ??? Is an aim and driving for this</b></p> <p>-TLR Curriculum Leads have aligned the approaches across the whole school. Curriculum Statements, Curriculum Overviews for every year group and skills progression documentations for every subject (as well as subject leads) are now in place and will underpin continuing improvements in quality and enrichment of curriculum learning for all.</p> <p>- (EEF- 'feedback is the most effective way to improve attainment for disadvantaged pupils'). DDIs and book monitoring show that live marking and responsive feedback and marking is being embedded well in practice in all year groups.</p> <p>-All year groups have adopted a responsive intervention/ booster regime to provide timely consolidation or support for learning. AHT /TA groups, and opportunities for CT 1:1 pupil conferencing are evident. These have a Key Marginal and PP pupil priority focus.</p>	<p>- A broad selection of CPD opportunities to continue to be offered and developed in conjunction with KGA. -DDIs are to continue to inform and develop CPD.</p> <p>-Curriculum is to continue to be developed with a new focus on the rigour of assessment for non-core subjects in order to build and enrich a broad curriculum to enhance life and learning experiences especially for our disadvantaged pupils.</p> <p>-PiXL assessments and therapies will continue to be embedded to help identify gaps and support interventions and next steps in teaching and learning in core subjects. (Covid – priority areas of learning to be ascertained)</p> <p>-Ensure the rigour and effectiveness of feedback continues to develop.</p> <p>-Coaching to build effectiveness of Live marking to be offered for all staff where appropriate.</p> <p>-Monitoring to ensure regular and quality feedback marking and opportunities to respond- enhance learning outcomes.</p> <p>-Create and ringfence opportunities for 1:1 pupil conferencing by CTs</p> <p>-Research strategies and methods of effective feedback and intervention that are in line with Covid- social distancing and bubbles. i.e. Develop greater peer and self-assessment strategies with pupils.</p> <p>- Create a Non-negotiable list</p>	
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### C. Improved communication skills for all pupils

Intended Outcome	Action	Impact	Evaluation	Cost
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<p>100% of pupils are reading everyday</p> <p>% of pupils achieving ARE/+ are inline with national averages</p>	<p>-Promote reading every day</p> <p>-Whole school focus on Phonics, Vocabulary and Reading (SIP/English Action Plan)</p>	<p>-There has been a good improvement across the school in participation of reading 'everyday' shown in Reading Logs and CT tracking. This has been supported by:</p> <ul style="list-style-type: none"> <li>- the 1:1 reading pupil conferencing – where CT reads with every child at least once every 3 weeks (although variations are to be found in bet yr groups)</li> <li>-Some year groups have created PP focused Reading Buddy groups – where PPG have targeted access to I pads in school &amp; adult support in accessing books &amp; questions on the online platform where support is not available at home. E.g. yr 5 hit 90%-100% every week for class members accessing RBs. Yr 4 had PPG RB project group.</li> <li>-RBs/online books support PPG where limited paper books are available at home.</li> <li>-Reader of the Week certificates in assemblies to celebrate effort and achievement.</li> <li>-Class book reads and opportunities within class to share reading aloud.</li> <li>-Planning support for Reading.</li> </ul> <p>-Whole school CPD in phonics</p> <ul style="list-style-type: none"> <li>- Specific Phonics groups set up in Juniors to support pupils in fundamental skills for reading and spelling</li> <li>- Phonics check data???</li> <li>-Infants spelling???</li> <li>-Regular, discrete teaching of spelling and rules introduced in Junior school.</li> </ul> <ul style="list-style-type: none"> <li>- T4W ethos for English planning and supported by specialist, creates opportunities for vocabulary/ language building, discussion and frames for expressing ideas verbally.</li> </ul>	<ul style="list-style-type: none"> <li>- Covid has prevented data comparison with national averages, although by UKS2 gaps in reading assessment bet PPG and their peers is within 10%.</li> <li>(Need to investigate further, and build strategies to, reduce the gaps in outcomes arising in KS1).</li> <li>- Need to continue to raise the profile and enjoyment of reading – especially for our disadvantaged pupils - to support and overcome poor language acquisition/ development and the ability to articulate ideas and access learning.</li> <li>- 1:1 CT reading to continue, alongside TA priority reading for PPG.</li> <li>- Create reading competitions and events (such as author visits) and promote celebrations for Reading.</li> <li>-Join Library Service to enhance school library and availability of quality / relevant books for our pupils</li> <li>-ensure online books are available for our disadvantaged pupils with limited access.</li> <li>- investigate the gap between PPG boys/girls –and create 'Gentleman's Reading Club' for reluctant PP boy readers.</li> <li>- Continue with development of spellings and phonics teaching and learning strategies driven by English leads for all and to narrow gaps for PPG.</li> <li>-Create opportunities across the curriculum for discussions and debates and expressions of ideas and justification of opinions core and non-core subjects.</li> <li>-In support of this, promote the fundamentals of British Values and good citizenship &amp; school Dragon Values to create opportunities for relevant, modelled discussion.</li> </ul>	<p>£110,000</p>
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**D. Additional needs are supported effectively**

**E. Improved learning behaviours**

Intended Outcome	Action	Impact	Evaluation	Cost
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<p>Additional social emotional and behavioural development and inclusion for PPG facing additional barriers</p>	<ul style="list-style-type: none"> <li>- Timely pastoral support</li> <li>- PPG with SEND receiving additional support</li> <li>- Whole Class Growth Mindset</li> <li>- Consistent whole school approach to behaviour (restorative practice)</li> </ul>	<p>Dragon's Den (pastoral unit) has been restructured this year. Referral, tracking and targeted support has been streamlined to best impact those most in need. Dragon's Den are also now working more closely with the Infants school to support more equally across the school. Their support for our most vulnerable pupils (many who are PPG) has been immense during COVID. They have kept in regular (often daily) communication with families and children and offered a gamut of support. Alongside this during lock down, AHTs were in weekly contact with a wider range of all their vulnerable pupils to support their needs.</p> <p>SEN training and monitoring has improved the quality and consistency of ISSPs and the collection of evidence, however this needs to continue. PPG with SEND receive additional support for RWM.</p> <p>Class teachers are more aware of their pupils with multiple barriers due to regular PP/Group information.</p> <p>All teachers have received 'Attachment' training from MABs and this is being rolled out to all staff.</p> <p>DDIs and monitoring shows that a Growth Mindset is well established within school and especially promoted during Weeks of Inspirational Maths. Pupils can explain what Growth Mindset is. This development is especially important within PPG.</p> <p>The School Behaviour policy has been updated through 2019-20 and cascaded to staff. Additional barriers may impact further on PPG and learning behaviours due to experience at home. Personalized expectations and support are put in place and evident through monitoring.</p>	<p>Many of our PPG have additional pastoral needs (emotional, social, attachment, behavioural barriers) that require additional support beyond the class teacher. [Out of 58 vulnerable pupils, DD has worked with since Sept 20 (now e/o Oct 20), 40 are PPG – 68%.]</p> <ul style="list-style-type: none"> <li>- All actions and strategies to continue to be developed and be monitored by subject leads and leadership.</li> <li>- Continue drive to set high standards for all pupils and embed the school values through our Dragons to improve learning behaviours such as independence and resilience.</li> </ul>	<p>£65,000</p>
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**F. Improved attendance and punctuality for PP pupils.**

Intended Outcome	Action	Impact	Evaluation	Cost
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<p>Absence of disadvantaged pupils decreases to be inline (within 3%) of their non-disadvantaged peers.</p>	<p>-Regular monitoring of attendance of pupils below 95%</p> <p>-AHTs/ Inclusion/ Attendance officer to set up meetings with parents</p> <p>-AHT to identify trends with individual pupils and collate evidence of reasons from parents</p>	<p>- Attendance in both schools for all pupils is good and has been above 96% in line with national expectations for this period.</p> <p>-Infants – 96.3% / Juniors – 96.5% (Sept-Oct 2020)</p> <p>For PPG this stands at:</p> <p>- Of Infant PPG, 29 /91 - 32% have less than 96% attendance</p> <p>-Of Junior PPG, 37/151 - 24% have less than 96% attendance</p> <p>However, persistent absence for all pupils is below expectations.</p> <p>-Infants – 9.9% / Juniors 10.2% (Sept – Oct 2020)</p> <p>Of the 32 pupils that are PA in the Infants, 18 / 49% are PP pupils</p> <p>Of the 48 pupils that are PA in the Juniors, 18 / 37% are PP pupils</p>	<p>- Tightening up of the systems around tracking absence for PPG, especially for the PA PPG, needs to be put in place to improve outcomes for attendance and subsequently learning outcomes for this group.</p> <p>Restructuring of AHTs may mean that the Attendance officer / lead – may need to oversee this.</p> <p>Information about reasons for lateness and/or absence needs to be collated from CTs, AHTs, Pastoral Team, SENCO – and followed by communication and support for families in line with school policy. PP lead to monitor this for PPG.</p> <p>Overall attendance due to COVID – is very good. Punctuality is more difficult to ascertain because of staggered start times and lack of breakfast club.</p>	<p>£15,000</p>
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**G. Develop a wealth of language and vocabulary through experiences.**

Intended outcome	Action	Impact	Evaluation	Cost
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<p>Take up for trips and extra curriculum activities is at least equal to non PP peers.</p>	<p>Financial support</p> <p>High quality hooks and rich curriculum experiences planned</p> <p>PPG identified for sport and enrichment opportunities</p>	<p>- All PPG have opportunity for financial support for extra curriculum activities where required and deemed necessary. PE kits are provided in some cases where clothing is not suitable for learning. Low cost travel is provided by school minibuses wherever possible – and limited trips require coach hire.</p> <p>All year groups have several, quality trips or visitors (inc: local and further afield) to broaden life experience and enrich learning as well as regular specialist teachers in Music, PE, Science, Dance and Environment, and ‘Topic Hooks’ designed within school.</p> <p>Where appropriate, PPG are prioritized for extra curriculum opportunities, events and competitions.</p>	<p>Deprivation reports show pockets of high deprivation in NPS. Therefore, PPG will have restricted opportunities that can adversely impact on language acquisition and learning.</p> <p>Continue – but to improve tracking of opportunities for PPG through Individual Tracker Year Group file.</p> <p>Ensure organisers have considered PP pupils for events and opportunities.</p>	<p>£16,000</p>
			<p>Total Budget</p>	<p>£321,010</p>