



Northern Parade Schools

## 2019 – 2020 Pupil Premium Strategy Statement for Disadvantaged Pupils (FSM, Forever 6, LAC, PLAC)

(Also see Service Premium Strategy)



### 1. Summary information

<b>School</b>	Northern Parade Schools, Kings Academies						<b>Academic Year</b>	2019/20				
<b>Date of most recent PP Review</b>			October 2019			<b>Date for next internal review of this strategy</b>			October 2020			
<b>Number on roll</b>	<b>Infants</b>	<b>Juniors</b>	<b>NP Total</b>	<b>Number of pupils eligible for PP</b>	<b>Infants</b>	<b>Juniors</b>	<b>NP Total</b>	<b>PP budget</b>	<b>Infants</b>	<b>Juniors</b>	<b>NP Total</b>	
	349	475	824		92 26%	142 30%	234 28%		£113,840	£206,200	£320,040	

### 2. Current attainment (2019)

	<i>Pupils eligible for Disadv. KS1 (our school)</i>	<i>All pupils KS1 (our school)</i>	<i>All pupils KS1 (national average)</i>	<i>Pupils eligible for Disadv. KS2 (our school)</i>	<i>All pupils KS2 (our school)</i>	<i>All pupils KS2 (national average)</i>
<b>% achieving in Reading, Writing and Maths</b>	35%	53%	65%	45%	53%	65%
<b>% achieving in Reading</b>	39%	60%	75%	45%	56%	73%
<b>% achieving in Writing</b>	35%	55%	69%	73%	80%	79%
<b>% achieving in Maths</b>	42%	62%	76%	59%	70%	79%
<b>Foundation GLD</b>	56%	68%	72%			

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

<b>A.</b>	Class teachers and support staff are not always fully aware of PP pupils in the class
<b>B.</b>	Historically, tracking of PP achievement and analysis of interventions has been ineffective
<b>C.</b>	Poor vocabulary and articulation of ideas due to a reluctance to read outside of school
<b>D.</b>	Weakness in learning behaviours, e.g. lack of independence and resilience
<b>E.</b>	Specific additional needs including those being supported as SEND

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

<b>F.</b>	High number of persistent absentees in PP group
<b>G.</b>	Lack of parental/home support and engagement lowers pupil aspirations and belief in their ability to succeed
<b>H.</b>	Pockets of high deprivation mean children have lack of experiences and language upon which to draw and use in their learning
<b>I.</b>	High mobility in KS2, particularly new joiners

### 4. Overall Aims

#### **Success criteria**

<b>A.</b>	Improved tracking and evaluation of attainment and interventions	CTs and AHTs are clear about and can discuss attainment data and targets for PP group, as well as target interventions and track effectiveness to maximise progress.
<b>B.</b>	Raising attainment for all and narrowing the gap between achievement for PP pupils and their non-PP peers	Narrowing gap between achievement of PP pupils and non-PP (to less than 10% in years R-4 and 5% in years 5 & 6) and compared with those nationally in English and Maths.

<b>C.</b>	Improved communication skills for all pupils including eligible PP	Pupils read more regularly (home & school) and have improved levels of vocabulary, fluency and comprehension. Improved attainment in Reading and Writing by PP pupils in all years by the end of the year.
<b>D.</b>	Additional needs are supported effectively	Children with SEN, disabilities and social family factors are supported effectively through the school's SEND and SEMH practice, with recognition of and support for any additional factors that PP pupils face.
<b>E.</b>	Improved learning behaviours	Improvements in the learning behaviours demonstrated by targeted PP pupils is evident through tracking, monitoring and teacher reports.
<b>F.</b>	Improved attendance and punctuality	Attendance and punctuality issues are diminished (in particular, the % of PA that are PP pupils).
<b>G.</b>	Develop a wealth of language through school trips, experiences, invited guests and targeted trips	PP children's experiences develop language and this is demonstrated by pupils being more reflective and articulate (verbally and written) about their thinking.

5. Action Plan						
Academic year	2019/20					
Desired outcome	Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Owner	Review date	Total Cost
<b>A.</b> Improved tracking and evaluation of attainment and interventions  <i>- Pupils receiving interventions will make better than expected progress due to well matched approaches</i>	<ul style="list-style-type: none"> <li>- Regular updated lists of PP group circulated to teachers.</li> <li>- Development of PP Cost Tracker to identify detailed costs for PP provisions and support evaluation of impact and cost effectiveness.</li> <li>- Individual PP Tracker to show provisions in place for individual PP pupils.</li> <li>- Use of PiXL assessments, QLAs and therapies will support teachers to target PP, identify gaps and evaluate impact of interventions.</li> </ul>	<ul style="list-style-type: none"> <li>- Historically, not all staff (teaching, PPA, cover and support staff) were aware of PP pupils in order to target support for disadvantaged group.</li> <li>- Costs for PP were lacking detail (KA Review Apr 2019)</li> <li>- Cost Tracker will support evaluation and impact.</li> <li>- The effectiveness of interventions has not been clear or quantifiable.</li> <li>- PiXL provides resourced targeted support for identified gaps and tracking of impact.</li> </ul>	<ul style="list-style-type: none"> <li>- Developmental Drop-Ins (DDIs) to focus on PP pupils</li> <li>- Each year group PP Cost Tracker &amp; Individual PP Provision Tracker checked</li> <li>- Pupil Progress Meetings</li> <li>- Regular reviews of interventions through PiXL assessments</li> </ul>	AHTs, CTs, PP Champion, ML	Half termly	£9,819

<p><b>B. Raising attainment for all and narrowing the gap between achievement for PP pupils and their non-PP peers</b></p> <p><i>- Gap in attainment in RWM between PP and Non-PP pupils will narrow to less than 10% in years R – 4 and 5% in years 5 &amp; 6.</i></p> <p><i>- PP Pupils have access to support for homework and l pads</i></p> <p><i>- Performance of teachers is judged to be consistently Good or better. (SIP)</i></p> <p><i>- Curriculum progression and assessment are rigorous and identify gaps &amp; next steps in learning (SIP)</i></p>	<p>- Participation in ‘Excellence for Everyone’ programme. Piloted in Yr 4 with a selected PP cohort (later rolled out to whole school PP).</p> <p>- Will focus on supporting PP pupil access to online Reading Buddies resource to improve fluency and comprehension. (ref SIP/ English Action Plan)</p> <p>- Whole school TTRS &amp; My Maths policy (and focus PP support groups) to improve fluency in Maths. (ref SIP/ Maths Action Plan)</p> <p>- Access to Purple Mash will develop pupil’s IT skills and online safety where support is limited at home.</p> <hr/> <p>- Regular CPD (inc: PDMs) for teaching staff in line with SIP to emphasise ‘quality teaching first’ approach.</p> <p>- Adopt a ‘keep up not catch up’ approach for all pupils through quality live and responsive feedback and marking that identifies barriers to learning and informs responsive intervention support.</p> <p>- 1:1 pupil conferencing (each pupil to read with CT at least every 2/3 weeks)</p> <p>- Opportunities for CTs to carry out 1:1 conferencing with pupils for Writing and Maths.</p> <p>- 2x TLR posts responsible for overseeing curriculum enrichment,</p>	<p>- Previous ‘Challenge the Gap’ project (TT Rock Stars- Yr 5) had a positive impact on outcomes for PP cohort in Maths as well as confidence and resilience across wider learning.</p> <p>- Online Reading Buddies, TTRS and My Maths homework will engage pupils in reading and numeracy whilst addressing barriers to learning and developing skills.</p> <p>- Ring fenced sessions, as well as opportunities throughout the day, will support pupils with homework, encourage pupils to read &amp; practise their times tables and provide the IT equipment/ l pads for those with no access or low support at home.</p> <hr/> <p>- The ‘EEF Guide to the Pupil Premium’ recognises that high quality teaching for all, (inc: high expectations for all, solid assessment and monitoring and rich curriculum provision) is the most effective way to improve outcomes for all learners, but especially disadvantaged pupils.</p> <p>- The EEF Guide shows that Feedback has a high impact on pupil outcomes for very low cost. (This is most effective in 1:1/ teacher: pupil).</p> <p>- Enrichment of the curriculum is key in facilitating children’s engagement and enjoyment of their learning.</p>	<p>- Whole school focus on Reading</p> <p>- Embedded TTRS policy &amp; My Maths homework.</p> <p>- Tracking pupil use of online resources</p> <p>- Regular monitoring cycle (DDIs)</p> <p>- Data analysis</p> <p>- Pupil Progress Meetings</p>	<p>EHT, AHTs, CTs, Subject Leads, PP Champion, KR, LAs</p>	<p>Half termly</p>	<p>£105,105</p>
---	--	--	--	--	--------------------	-----------------

	<p>development, progression and assessment of foundations subjects to improve provision for all pupils.</p> <ul style="list-style-type: none"> <li>- Development of subject leads for all non-core subjects.</li> <li>- AHT to work with year group teams to provide specific, targeted teaching.</li> </ul>					
<p><b>C.</b> Improved communication skills for all pupils including eligible PP</p> <ul style="list-style-type: none"> <li>- 100% of pupils are reading every day.</li> <li>- % of PP pupils achieving the expected standard are in line with R &amp; W national averages.</li> <li>- P4C has a positive impact on thinking, speaking &amp; listening skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Ref SIP/ English Action Plan for whole school focus on Phonics, Vocabulary &amp; Reading.</li> <li>- See Reading Buddies above. (Targeted access to I pads for PP pupils to support daily reading).</li> <li>- Whole school focus on phonics/ spelling (inc. CPD for phonics and cued articulation)</li> <li>- Planning support for English</li> <li>- Training for CTs, followed by the implementation into whole school practice of Philosophy For Children (P4C).</li> <li>- Promotion of British Values &amp; Dragon Values through assemblies, lessons &amp; P4C.</li> </ul>	<ul style="list-style-type: none"> <li>- KS1 and KS2 outcomes show a school weakness in spelling, levels of vocabulary and fluency &amp; comprehension in Reading.</li> <li>- Pupils of disadvantaged backgrounds often come to school with poor life experience and language acquisition/development that impacts their ability to articulate ideas and access learning. ('Tackling the Vocab Gap', C Bergland 2014).</li> <li>- Reading records show that there is a need to improve 'Every Child an Everyday Reader'.</li> <li>- P4C case studies have shown an improved vocabulary, expression and ability of children to articulate and apply their ideas into verbal and written work.</li> </ul>	<ul style="list-style-type: none"> <li>- Whole school focus on Phonic, Vocabulary &amp; Reading</li> <li>- Tracking pupil reading records &amp; use of reading Buddies</li> <li>- Data analysis of English outcomes</li> <li>- Tracking of PDMs</li> <li>- DDIs to inform impact of P4C within classrooms</li> <li>- Teacher reports</li> </ul>	EHT, AHTs, CTs, English Lead, KB.	Half Termly	£109,708
<p><b>D.</b> Additional needs are supported effectively</p> <p><b>E.</b> Improved learning behaviours</p> <ul style="list-style-type: none"> <li>- Improved social emotional and</li> </ul>	<ul style="list-style-type: none"> <li>- Timely pastoral support &amp; various programmes from Dragon's Den for PP pupils.</li> <li>- Refined referral, tracking &amp; evaluation system and targeted support from Inclusion &amp; Pastoral Team that also identifies to PP Champion those that are PP eligible.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils often come to school with social/ family/ emotional issues (or ones that impact their day) linked to attachment and other issues.</li> <li>- Previous support programmes were not tracked for impact.</li> </ul>	<ul style="list-style-type: none"> <li>- Tracking of PP &amp; SEND pupils outcomes.</li> <li>- Tracking of impact of pastoral programmes (DDs &amp; CTs)</li> <li>- Tracking of ISSPs for PP pupils</li> </ul>	DSL, Inclusion Lead, SENCO, Leadership Team. CTs.	Half Termly	£64,584

<p><i>behavioural development and inclusion for PP pupils facing barriers to learning.</i></p>	<ul style="list-style-type: none"> <li>- PP pupils with SEND must be clearly identified and receiving in class support (+/or additional support).</li> <li>- Whole class approach to Growth Mindset &amp; P4C and Dragon Values.</li> <li>- Consistent whole school approach to behaviour, sanctions and rewards (New Behaviour Policy) (Restorative Practice).</li> </ul>		<ul style="list-style-type: none"> <li>- DDIs</li> <li>- Pupil attitude surveys</li> </ul>			
<p><b>F. Improved attendance and punctuality</b></p> <p><i>- Absence of Disadvantaged pupils decreases to be in line with (within 3%) of their non-disadvantaged peers.</i></p>	<ul style="list-style-type: none"> <li>- Regular monitoring of pupils with attendance under 95% &amp; PP PA pupils by AHTs (inform CTs).</li> <li>- AHTs / Inclusion Officer to set up meetings with parents to highlight how attendance impacts on learning/progress/attainment &amp; to address issues/ refer to agencies +/- support parents.</li> <li>- AHT heads to identify trends with individual children and collate evidence of reasons from parents.</li> </ul>	<ul style="list-style-type: none"> <li>- Whole school attendance is 96% or above (in line with national)</li> <li>- 2018-19 data shows that: <ul style="list-style-type: none"> <li>➤ PA whole school = 8% (67) of that,</li> <li>➤ Infants % of PP pupil PA = 43% (12/28)</li> <li>➤ Juniors % of PP pupil PA = 51% (20/39)</li> <li>➤ Whole Sch % of PP pupils PA = 48% (32/67)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- AHTs to be rigorously checking attendance.</li> <li>- AHTs meeting with parents.</li> <li>- AHTs to gather evidence for reasons for absence &amp; arrange support where possible.</li> </ul>	<p>AHT, Inclusion Officer, PP Champion, Admin Staff</p>	<p>Half termly</p>	<p>£16,144</p>
<p><b>G. Develop a wealth of language through school trips, invited guests and targeted trips</b></p> <p><i>- Take up of disadvantaged pupils on school trips &amp; extra curriculum activities is at least equal to</i></p>	<ul style="list-style-type: none"> <li>- Financial support is offered to PP pupils to enable educational trips/ community / sporting events.</li> <li>- Subject Leads &amp; AHTs to ensure that high quality topic hooks, trips and visitors are planned regularly, are engaging, enrich curriculum learning and broaden life experiences.</li> <li>- AHTs/ Subject planners are to ensure that enrichment activities</li> </ul>	<ul style="list-style-type: none"> <li>- Deprivation Reports show pockets of high deprivation for Northern Parade Schools.</li> <li>- Chn from disadvantaged backgrounds will have restricted extra-curricular experiences compared with their non-disadvantaged peers due to home finances and preferences. This can impact adversely on their language acquisition &amp; development and their</li> </ul>	<ul style="list-style-type: none"> <li>- AHTs to ensure CTS, activity providers are aware of PP pupils.</li> </ul>	<p>Leadership, Subject Leads, Admin staff</p>	<p>On going</p>	<p>£15,600</p>

<p><i>non-disadvantaged pupils.</i></p> <p><i>- Targeted opportunities for disadvantaged pupils are offered.</i></p> <p><i>- Positive feedback from pupils &amp; parents.</i></p> <p><i>- A broad and engaging curriculum enriches the learning, language and life experiences of all pupils.</i></p>	<p>have a focus on developing vocabulary &amp; language and reflect on experiences to impact on educational outcomes.</p> <p>- Increase the usage of the Innovation Room by all classes in order to enrich learning and broaden experiences for all pupils.</p> <p>- PP pupils are identified when extra – curricular, sports or enrichment opportunities are planned.</p> <p>- PE kits are offered to PP pupils who persistently are ill-equipped for sports.</p> <p>- To provide low/no cost travel for pupils to events wherever possible by using and up keeping school mini-buses.</p> <p>- Support children in becoming global citizens by providing access to outside/ environmental learning through Eco-educator (Dr Collins).</p>	<p>ability to articulate thinking &amp; access learning.</p>				
<b>Total budgeted cost</b>						<b>£320,96</b>

## 5. Review of expenditure

Previous Academic Year **2018/19 - Northern Parade Junior School**

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All PP children reaching at least age related expectations	<ul style="list-style-type: none"> <li>- Assistant Head to lead each year group and be non-class based.</li> <li>- Utilise LET to plan in challenge and variety of activity in English sessions</li> <li>- Participate in 'Challenge the Gap' with a focus on raising outcomes for PPG in mathematics</li> <li>- Clear assessment calendar and use of QLA to better target future plans</li> </ul>	<ul style="list-style-type: none"> <li>- Not all children reached ARE e/o 2018/19 for end of Key Stage Assessments.               <ul style="list-style-type: none"> <li>• 8% gap between Dis and non-Dis for RWM (in school) <i>Gap has reduced by 6% previous yr.</i> – [12% gap between all pupils at NPJS and national data – this is a reduction of gap from previous yr by 5%].</li> <li>• 11% gap between Dis and non-Dis for R (in school) <i>Gap reduced by 4% from previous yr.</i></li> <li>• 7% gap between Dis and non-Dis for W (in school) <i>Gap increased by 3% from previous yr</i></li> <li>• 11% gap between Dis and non-Dis for M (in school) <i>Gap has reduced by 11% from previous yr.</i></li> </ul> </li> <li>- AHTs have led year groups and been non-classed based. AHTs will target key marginals for support &amp; interventions and monitor quality of teaching and coach as required.</li> <li>- Support from LET and KB in planning for English.</li> <li>- Also support for yr 6 1:1 pupil conferencing. This had a significant impact on results and led to 'All pupils' achieving 1% more in writing than the national average. The gap for Dis and non- Dis pupils has reduced.</li> <li>- e/o KS2 results for Reading were lower than expected with a 17% gap between 'All pupils' and national. However, the gap between Dis and non-Dis was reduced within school.</li> <li>- The Times Table Rock Stars focus for 'Challenge the Gap' programme was rolled out across the school. TTRS data showed an improved participation with home learning and an improved performance in all years in the arithmetic tests.</li> <li>- A new, clear assessment calendar was put in place and adhered to across the school. The school trialed a number of monitoring cycles throughout the year and settled on half-termly monitoring weeks (part of the focus was to have professional dialogue regarding PP chn). Some Testbase QLA was used to inform AFL and address gaps. However, intervention impact was not tracked or evaluated.</li> </ul>	<ul style="list-style-type: none"> <li>- Whilst the gap is closing between Dis and non-Dis pupils, more work is to be done to close the gap entirely.</li> <li>- Restructuring of Leadership has meant that AHTs, have taken on further strategic roles.</li> <li>- Continue to utilize support for planning from English / Maths Leads &amp; implement 1:1 pupil conferencing for Writing even earlier this following year.</li> <li>- Whole school focus on Phonics &amp; Reading (SIP 2019/20)</li> <li>- Given the success of the CtG TTRS initial programme and the roll out across the whole school (in terms of attainment and learning behaviours &amp; confidence for PP eligible pupils), this should be continued over the next year.</li> <li>- Also to use the same format for the Excellence for Everyone programme (that has a Reading Buddies focus).</li> <li>- Analyse the effectiveness/ impact of interventions across all years.</li> <li>- The gap between Dis and non-Dis did not reduce for e/o yr attainment across the school – however, the school went from a 'best fit' to a 'secure fit' assessment strategy which impacted results.</li> <li>- New PiXL assessments and interventions to be brought in across Juniors will; inform assessment calendar, tighten judgements inline with national data thresholds, provide quality QLA, inform appropriate interventions and improve intervention tracking &amp; evaluation.</li> </ul>	Total cost £152824



ii. Targeted support				
Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All pupils, but PP in particular, make better progress	<ul style="list-style-type: none"> <li>- Challenge the Gap in all years.</li> <li>- PPMs and ½ termly pupil performance analysis completed.</li> <li>- Pupil conferencing in maths and writing</li> <li>- Participation in Maths Mastery</li> <li>-Continue to use TTRockstars</li> </ul>	<ul style="list-style-type: none"> <li>- E/o KS2 RWM 2019 data showed an average gap of 9% between Dis and non-Dis pupils and this gap has decreased from previous years. However, current yr 3 &amp; 4 data showed e/o previous year data at an average 20% gap for RWM. Current yr 5 &amp; 6 have an average 6%</li> <li>- Pupil Progress Meetings and ½ termly data evaluation by each class teacher was put in place. This enabled CTs to have professional dialogue with AHTs about data and attainment, as well as identify Key marginals pupils and address barriers for learning for groups including PP pupils, and therefore target pupils and responsive interventions.</li> <li>- Challenge the Gap – see above.</li> <li>- 1:1 pupil conferencing was introduced to all staff the PDM. See above.</li> <li>- Book/ planning scrutiny and lesson drop-ins show evidence that CTs are utilizing a Maths Mastery pedagogy and that more pupils are achieving more in every lesson. – This approach supports PP chn in 'keeping up not catching up'. The school hosted Shanghai Teachers and all staff were able to observe sessions- and teachers reported that they felt more confident in the mastery, whole class approach. Also, the 'shanghai' method supports PP pupils with language to reason their learning with stem sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- Focus on reducing gap for all years and in particular yr 3 &amp; 4.</li> <li>- Ensure ½ termly PPMs continue so that CTs can identify and address needs for PP pupils. (Utilize PiXL QLA and data to identify and track impact of 'therapies'.</li> <li>- Given the success of 1:1 pupil conferencing on E/O KS2 W results, expand strategy for R &amp; M across all years – and with focus on PP pupils. (AHTs and HLTAs to support for cover CTs).</li> <li>- Collate contextual information and data for PP pupils in one place.</li> <li>- Continue to develop Maths Mastery approach and Live marking/ feedback to support greatest impact on pupil learning.</li> </ul>	Total costs £17502
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved attendance and punctuality for all pupils, in particular PP	<ul style="list-style-type: none"> <li>- Regular monthly meetings between attendance officer and leadership team</li> </ul>	<ul style="list-style-type: none"> <li>- Whole school attendance is good at 96% or above.</li> <li>- Persistent Absence for Junior school is 8%, yet could improve further.</li> <li>- Of the 39 PA pupils, 20 (51%) are Disadvantaged pupils.</li> <li>- Pupils and CTs enjoy the prestige of collecting Class Certificates for best attendance.</li> </ul>	<ul style="list-style-type: none"> <li>- Further focus is required for PA PP pupils. AHTs to monitor rates regularly and contact parents to support/ refer/ evidence reasons for absence.</li> </ul>	Total costs £35325

	- Attendance discussed and feedback given to in weekly leadership briefing			
Develop an increased wealth of language through school trips, invited guests and use of technology.	<ul style="list-style-type: none"> <li>- Trips and visitors embedded into the curriculum.</li> <li>- Additional opportunities to develop language included in all schemes of work.</li> </ul>	<ul style="list-style-type: none"> <li>- All units of work (mostly ½ termly) have engaging hook activities, enriching experiences and trips/ visitors. PP pupils receive financial support where required to ensure all pupils access the full curriculum and broader experiences.</li> <li>- All year groups now have a set of 30 Ipads to support children with their learning. The Innovation Suite is now complete.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to develop an enriching curriculum to engage pupils in their learning, help them make links, enhance opportunities to develop language through experiences and articulate their thinking.</li> <li>- Appoint 2 xTLR – to oversee curriculum development, enrichment and progression across the school.</li> <li>- Ensure Ipad use is maximised within all year groups to improve outcomes for all pupils. Provide access and homework clubs to support parents &amp; PP pupils as well as ensuring all chn have access to IT.</li> </ul>	
			<b>Total budgeted cost</b>	<b>£205,651</b>

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2018/19 - Northern Parade Infants School</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>Improved communication skills and learning behaviours</p>	<p>-Assistant head to lead whole school work on learning behaviour through Growth Mind Set.</p> <p>-Up skill staff to use the new innovation room to develop engaging interactive lessons to develop language.</p>	<p>- Growth Mindset training (INSET) for all staff. Lesson drop-ins show that pupils use the language of growth mindset to support their resilience in their learning. Children are more willing to take risks with their learning, share their thoughts and work through errors to build understanding. Classrooms all have Growth Mind Set displays, and CTs promote the ethos. It is particularly embedded in Maths learning.</p> <p>- Key staff have been trained on using the innovation room. Whilst most classes have used the interactive 'green wall' to support &amp; enrich learning and broaden pupil's experiences to extend their exposure to new language, further usage needs to be promoted in order to maximise benefits from this cost.</p>	<p>- Continue to embed Growth Mindset ethos in the next academic year and ensure new teaching staff are aware of its benefits.</p> <p>- Further training to be carried out to encourage the usage.</p>	<p>Total cost £43,000</p>
<p>Additional needs supported effectively</p>	<p>-Support monitoring by inclusion officer/SEND lead Support from professionals</p> <p>-Up skill TA's and the time tabling of their time in classroom and groups.</p> <p>- Challenge the Gap</p>	<p>- Annual monitoring cycle has been set up and included drop-ins to assess support for SEND. SENCO has conducted regular reviews of ISSPs and provision.</p> <p>- AHTs have identified needs and timetabled TA to best support need. Leadership have monitored provision.</p> <p>- Pastoral team (Dragon's Den) have conducted Parent Workshops to support parents with children with additional SEND needs as well as regular SEMH programmes for individual pupils and small groups.</p> <p>- The Times Table Rock Stars focus for 'Challenge the Gap' programme was rolled out across the school. TTRS data showed an improved participation with home learning and an improved performance in all years in the arithmetic tests.</p>	<p>- Tracking effectiveness &amp; impact of interventions needs to improve to maximise outcomes for PP eligible group.</p> <p>- Tracking and impact of Dragon's Den programmes needs to improve.</p>	
<p>Language development to enhance progress</p>	<p>- High quality school trips aimed at broadening practical experiences.</p> <p>- Targeted children experiencing tailored outside experiences.</p>	<p>- All units of work (mostly ½ termly) have engaging hook activities, enriching experiences and trips/ visitors. PP pupils receive financial support where required to ensure all pupils access the full curriculum and broader experiences.</p> <p>- There is a 21% (R) and 20% (W) gap at the e/o KS2 results between Disadvantaged pupils and their non-Disadvantaged peers. The attainment of these PP pupils is 39% and 35% respectively.</p>	<p>- Continue to develop an enriching curriculum to engage pupils in their learning, help them make links, enhance opportunities to develop language through experiences and articulate their thinking.</p> <p>- Appoint 2 xTLR – to oversee curriculum development, enrichment and progression across the school.</p> <p>- Raise the attainment of all pupils and decrease the gap for PP pupils.</p>	

<b>ii. Targeted Support</b>				
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved social emotional and behavioural development for PP children facing barriers to learning.	Support school trips/subsidise, external clubs and outings for PP children	As above.	As above.	Total cost £30,000
Individual support for those with more SEN needs	SENCO Outside services	As above.	As above	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Increased confidence in learning and improved levels of self-esteem	- PSHE assemblies and group work Growth Mind Set Pastoral Support	- Pastoral team (Dragon's Den) have conducted Parent Workshops to support parents with children with additional SEND needs as well as regular SEMH programmes for individual pupils and small groups.  - Growth Mindset training (INSET) for all staff. Lesson drop-ins show that pupils use the language of growth mindset to support their resilience in their learning. Children are more willing to take risks with their learning, share their thoughts and work through errors to build understanding. Classrooms all have Growth Mind Set displays, and CTs promote the ethos. It is particularly embedded in Maths learning.	- Tracking and impact of Dragon's Den programmes needs to improve.  - Continue to embed Growth Mindset ethos in the next academic year and ensure new teaching staff are aware of its benefits.	Total cost £20,000
Improve attendance and punctuality	- Regular monitoring of attendance and the impact on progress.  - Set up meetings when attendance	- Whole school attendance is good at 96% or above.  - Persistent Absence for Infant school is 8%, yet could improve further.  - 2018-19 data shows that: - Of the 28 PA pupils, 12 (43%) are Disadvantaged pupils.	- Further focus is required for PA PP pupils. AHTs to monitor rates regularly and contact parents to support/ refer/ evidence reasons for absence.	

	is under 95% to see how the school can support.			
			Total budgeted cost	£93,000