



Pupil Premium Strategy Statement for All Saints Marsh C of E Academy



At All Saints Marsh C of E Academy, we do whatever it takes to ensure that our children achieve their very best. We are relentless in our pursuit of excellence for ALL students, regardless of socio-economic background. We do not confuse eligibility for Pupil Premium with low achievement and we know that the single most important factor in ensuring our most vulnerable children achieve, is first and foremost, excellent teaching and learning.

We have identified common barriers for our disadvantaged pupils and our strategy is based upon either breaking down barriers or minimizing the impact – leading to raising achievement:

- Higher mobility - overcoming some of these barriers is a long process. When children, who may already have additional barriers to learning, join the school late in their primary career, the impact of the school is lessened due to the lack of time. Knowing and loving them quickly is key.
- In KS1, a higher percentage of PP pupils need to be working at Expected level and a higher percentage of high ability PP pupils at Greater Depth in all areas.
- To raise achievement even further a higher percentage of high ability PP pupils to be working at Greater Depth in writing by the end of KS2.
- Attendance and punctuality issues linked to range of vulnerabilities including: transport, parental mental health or SEND needs, a child's own mental health and / or SEND needs, including medical.

We target Pupil Premium funding to ensure that children make excellent progress and be ready for the next step in their education. The following strategy outlines actions taken to ensure that impact of these barriers are minimised or eradicated. Our key priorities for 2019 - 2020 sit alongside a focus on excellent quality provision for all pupils.

1. Summary information

All Saints Marsh C of E Academy					
Academic Year	September 2019 - 20	Total Pupil Premium budget	£37,260	Date of most recent PP review	July '19
Total number of Pupils	104	Number of pupils eligible for PP	28	Date for next internal review of this strategy	Dec '19

Progress for End of KS2 (IDASH unvalidated)	All Pupils (9)	Reading	5.63 (well above average)	Writing	-3.35 (average)	Maths	2.76 (average)
	Pupils Eligible (5)	Reading	7.16 (average)	Writing	-2.13 (average)	Maths	+4.08 (well above average)

2. Barriers to future attainment (for all pupils eligible for PP including high ability)

In school barriers (issues to be addressed in school)

A	<p>Higher mobility - overcoming some of these barriers is a long process. When children, who may already have additional barriers to learning, join the school late in their primary career, the impact of the school is lessened due to the lack of time. Knowing and loving them quickly is key. We have had children arriving in KS2 having already attended several schools before joining us. Educational psychologists identify that moving schools can delay learning for up to 6 months as the adjustment to a new school, routines and friendships are made. Children with additional barriers in terms of vulnerability in home life or additional learning needs will need additional support to ensure no time is wasted in learning and that gaps are identified quickly to enable pupils to achieve well.</p>
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B	In KS1, a higher percentage of PP pupils need to be working at Expected level and a higher percentage of high ability at Greater Depth in all areas. At the end of KS1 2019, the percentage of Pupil Premium pupils achieving EXS in Reading, Writing and Mathematics was 50% (2/4) although within one child to meet national average attainment we want to increase the number of Pupil Premium pupils who achieve EXS in Reading, Writing and Maths combined. In 2019 no PP children achieved GDS in any area of learning and this is a target for this year to support high ability pupils to attain higher and make further progress.
C	Higher percentage of high ability PP pupils to be working at Greater Depth in writing by the end of KS2. At the end of KS2 2019, the percentage of Pupil Premium Pupils achieving EXS in writing was 100% but achieving GDS was 0% (PP Reading GDS 80% and PP Maths GDS 60%) We therefore need to increase the percentage of pupil premium pupils achieving GDS in writing to achieve Reading, Writing and Maths attainment combined.
External barriers	
D	Attendance and punctuality issues linked to range of vulnerabilities including: transport, parental mental health or SEND needs, a child's own mental health and / or SEND needs, including medical. Attendance rates for pupils eligible for PP at the end of 2018 / 2019 was 95.47% which was in line with 2017-2018 95.84% but still below the national average and all pupils at 96.11%. Eligible pupils are more likely to suffer from attendance problems and remain a constant focus. However, we recognise that simply expecting children to arrive in school will not result in excellent attendance. We recognise that there may be multiple barriers impacting on attendance. In order to reduce these barriers, we will support the families of our eligible pupils in supporting their child in the aspects of: pastoral support, family support and attendance to result in children making accelerated progress by being present in school more.

3. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	Higher mobility - overcoming some of these barriers is a long process. When children, who may already have additional barriers to learning, join the school late in their primary career, the impact of the school is lessened due to the lack of time. Knowing and loving them quickly is key.	<ul style="list-style-type: none"> Where pupils are not making expected progress due to significant deficit in PSED due to trauma, pupils are well known by teachers and support staff and their emotional, social and physical needs are met on a daily basis. This enables pupils to develop learning behaviours quickly and begin to access learning. Staff have additional SEND CPD to identify need early and develop in class strategies to support needs of pupils, including the most up to date research in mental health. SEND systems ensure triage takes place rapidly. Reduced internal; exclusions or FTE for those children within first term of entry. Where pupils have transited into the Academy during KS2, their prior attainment is used and then they are targeted to achieve highly. This may involve wider interventions (such as attendance or PSED) where they have additional barriers associated with being disadvantaged.
B	In KS1, a higher percentage of PP pupils need to be working at Expected level and a higher percentage of high ability at Greater Depth in all areas.	<ul style="list-style-type: none"> In the current Y2 class, 2 of the 4 PP children are being targeted to achieve Greater Depth at the end of KS1 in Reading, Writing and Maths giving 50% at GDS. Of the other 2 children 1 is WTS – targeted for EXS in all - and 1 PKS targeted for EXS in Reading and Maths. Target for EXS+ in RWM = 75-100% The gap will remain closed in Reading, Writing and Mathematics at the end of KS1 for eligible and non-eligible pupils. Sustain well above National attainment in Reading, Writing and Maths at the end of KS1 with target of 81% 100% of eligible pupils will achieve Y1 phonics screening check.
C	Higher percentage of high ability PP pupils to be working at Greater Depth in writing by the end of KS2.	<ul style="list-style-type: none"> Pupils targeted for EXS or Greater Depth – progress will be reviewed regularly. 80% of pupils eligible for Pupil Premium achieve EXS in reading which is at least in line all pupils and National at the end of KS2

		<ul style="list-style-type: none"> At least 40% of pupils eligible for Pupil Premium achieve GDS/HS in all subjects combined R,W,M (particularly Writing) ; they are above All Pupils and National expectations at the end of KS2 Lead indicators are monitored and acted upon weekly Pupils identified as high prior attaining at KS1 are targeted for Greater Depth – progress regularly reviewed against greater depth standards so that progress can be accelerated.
D	Attendance and punctuality issues linked to range of vulnerabilities including: transport, parental mental health or SEND needs, a child’s own mental health and / or SEND needs, including medical.	<ul style="list-style-type: none"> End of year attendance shows eligible children in line or above non- eligible children and in line with our aspirational target of 98%. The % of eligible pupils who are PA will be below National and in line with non-eligible pupils. All Y6 will submit secondary school applications by the deadline to ensure the children access their local schools. Class teachers are empowered with meaningful pupil attendance data enabling them to take action quickly when attendance begins to fall. The parent/teacher relationship will be key to addressing attendance issues and ensuring the right level of support and/or challenge is provided. The HOA and SENDco support team will work with the Local Authority Attendance Lead 0-25 SEND Team and Head of Vulnerable Pupils Lead to ensure all pupils requiring intensive mental health or SEND provision are adequately provided for, this may include access to, for example; CAMHS, Occupational Therapy or Outreach services.

Planned expenditure

Academic Year	2019-20
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The three headings below enables schools to demonstrate how they are using the pupil premium to improve pedagogy, provide targeted support and support whole school strategies.

Quality of teaching for all

Desired outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When (Review) and Who	Cost
<p>Higher mobility - overcoming some of these barriers is a long process.</p> <p>When children, who may already have additional barriers to learning, join the school late in their primary career, the impact of the school is lessened due to the lack of time. Knowing and loving them quickly is key.</p>	<p>Target setting right across the Academy set uses prior attainment to ensure that pupils make good progress.</p> <p>Rapid identification of needs led by teachers with additional CPD and systems support.</p> <p>CPD to further develop a range of differentiation & support SEND and complex needs of learners.</p> <p>Access Devon Early Help to meet needs of highly complex families with</p>	<p>Research from the Educational Policy Institute July 2018 aimed at closing the gap, recommends “A high quality Teacher workforce”. Sutton Trust research evidences the significant impact that good quality teaching has on disadvantaged pupils.</p> <p>‘Inclusive pedagogy’ to ensure success takes place in the classroom. Success in the classroom creates confident, successful learners who seek out challenge, feedback and recognise that learning is a difficult process.... The most effective schools create the capacity, provide the expertise and support for teachers to better meet the needs of their vulnerable learners. Marc Rowland research schools.org.uk</p> <p>EEF 2019 Tier 3 whole school approach recommends: Teachers embed consistent and predicable routines each and every day and there is shared language across the school so that children begin to trust well. Leaders need to</p>	<p>Target setting across the Academy monitored by HOA and Director of Education all ensure progress.</p> <p>CPD Strategy developed by Trust leads tailored using giving staff tools to know pupils well and having research on pupils’ needs- children will settle, access curriculum and make progress within their first year of joining. Reduction of FTE for pupils in first term</p> <p>Fewer families go further into crisis with Section 47 or MASH enquiries in the first 2 terms of entering the academy.</p> <p>Families engage with support early.</p>	<p>HOA, SEND Lead, Admin Team, SLT, DSL Autumn Term</p> <p>Strategy and SEND CPD.</p> <p>Weekly briefings and monitoring.</p> <p>Half term behaviour log review.</p>	

	<p>transition challenges such as housing, transports, access to wider mental health or DV or bereavement counselling locally.</p> <p>Where pupils have additional barriers, associated with PP, their teachers ensure there is robust intervention (may include PSED & attendance) to ensure their learning does no falter.</p> <p>Weekly Sports coaching by experts, developing motor skills, coordination and self esteem targeted for new children to support transition and take burden off families after school, particularly were cramped and poor housing is identified.</p>	<p>provide staff for support and most up to date research on impacts of deprivation and vulnerability as well as detailed Info regarding each family so that all staff can 'love them quickly' and be their champions.</p> <p>Best practice used across the academy has demonstrated the impact of these specific interventions last year In securing exceptional outcomes for pupils.</p> <p>Leaders develop robust transition package with oversight by SEND Lead, DSL and HOA</p>	<p>Half termly PP monitoring by SLT- pupil progress meetings.</p>	<p>SLT, FST, Admin team</p> <p>SLT Admin, PE lead</p>	
<p>In KS1, a higher percentage of PP pupils need to be working at Expected level and a higher percentage of high ability at Greater Depth in all areas.</p>	<p>Ongoing staff training for RWInc phonics in place from EYFS to Y2 with resources and leader support to support fluency and skills needed to work at GDS in reading.</p> <p>Develop language opportunities through reading comprehension that can be applied in writing.</p> <p>To embed the use of journaling in Y1 and Y2 to provide children with the</p>	<p>KS1 data at the end of KS1 – 2019</p> <p>50% of PP children at expected level in RWM compared to 60% RWM overall.</p> <p>0% of PP pupils achieved GDS in reading compared with all pupils at 10 %.</p> <p>0 % of PP pupils achieved GDS in writing compared with all pupils at 10%.</p> <p>0% of PP pupils achieved GDS in mathematics compared with all pupils at 20%.</p> <p>EEF Research (April 2018) EEF has found that teaching reading comprehension strategies through modelling and supported practice has very extensive impact on reading attainment. For Writing, the EEF research has said that the impact of teaching writing composition strategies through modelling and supported practise is extensive.</p>	<p>We want to ensure that we increase the percentage of pupils working at greater depth at the end of KS1 so that it is at least in line with all pupils and higher than the National average. 81% Target for EXS+ 75-100% PP EXS+</p> <p>Aspirational Targets set for the end of KS1 at Greater depth: Reading, Writing & Maths 36% GDS ALL Reading, Writing & Maths 50% GDS PP</p> <p>Target phonics Y1 – 100% pass rate.</p> <p>RWInc Development Days – external monitoring alongside Reading and Writing Development Days to ensure rigour of</p>	<p>English HUB Specialist</p> <p>English SLT</p> <p>Head of Academy (HOA)</p> <p>SLT</p>	

	opportunities to explain and expand on their ideas; to develop children's fluency and instant recall of known facts.	The mastery approach to learning maths involves children developing a deep understanding of a concept before moving on. It builds on a number of theories, including research conducted at Oxford University in the 1970's by developmental psychologist Jerome Bruner around how the brain assimilates new ideas.	delivery and monitoring of the application of skills. Maths No Problem and Whole Class Reading internal monitoring each half term. Close tracking of Year 1 and 2 data for Reading, Writing and Mathematics.	RWInc Lead Maths lead and Trust Maths lead	
Higher percentage of high ability PP pupils to be working at Greater Depth in writing by the end of KS2	<p>To ensure that explicit reading and writing skills are coherently planned, underpinned by excellent subject knowledge, so that skills continue to be layered – planned CPD for all teaching staff by HOA & SLT</p> <p>To embed the whole class teaching of reading skills using the DERIC approach (decode, explain, retrieve, interpret, choice) from Y2 to Y6</p> <p>To ensure that the basics of grammar and punctuation for each year groups are explicitly taught and embedded in writing outcomes across the curriculum. To ensure that feedback on writing is specific and targeted.</p>	<p>We want to ensure that we sustain the percentage of PP pupils working at greater depth in Reading and Maths so that it continues to be above national averages.</p> <p>In 2019, 0% of PP achieved greater depth in writing compared to 11% of all pupils at school (1) and 20% of PP pupils Nationally. We need to increase the number of PP pupils attaining GDS in writing.</p> <p>We want to ensure that we increase the percentage of PP pupils working at greater depth in Reading, Writing and mathematics to 40% combined so that it is above all pupils at 11% and the national average (11%).</p> <p>We want to ensure that we increase the percentage of all pupils achieving greater depth at the end of KS2 so that it is at least in line with all pupils and at least in line with National average.</p> <p>EEF research into the teaching of English at KS1 and KS2 shows that extensive progress in writing follows from high quality reading provision. Good readers will develop an authorial voice. By developing our approach to reading and comprehension using DERIC and developing children's vocabulary and oracy skills this will impact on children's language choices and ability to sustain an authorial voice and sensitive language choices to work at GDS at the end of KS2.</p> <p>2019 – 2020 Writing targets: PP targeted for expected 80% PP targeted for Greater Depth/Higher Standard 40%</p>	<p>High quality CPD to be used to develop Teacher subject knowledge to enable them to plan/teach a mastery approach to the teaching of reading and writing to ensure the percentage of pupils achieving GD is increasing.</p> <p>Interventions/pre-teaching in place for children that are not meeting age related expectations. HOA and Subject Leads to check these in place and monitor effectiveness through PRAISE document fortnightly.</p> <p>Research on precision teaching in English is implemented fully in classrooms.</p> <p>A fully embedded and quality Reading curriculum supported by developing vocabulary and oracy skills across the curriculum will support GDS writers in their mature language choices.</p>	HOA & SLT Support from Trust English specialists to cascade CPD English SLT Lead	
Total budgeted cost					£

Targeted support					
Desired outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
<p>Higher mobility - overcoming some of these barriers is a long process.</p> <p>When children, who may already have additional barriers to learning, join the school late in their primary career, the impact of the school is lessened due to the lack of time. Knowing and loving them quickly is key</p>	<p>Families entering with needs highlighted immediately to DSL and SEND Lead. Begins with initial screening from school tour and discussion with previous school / nursery.</p> <p>Robust and rapid handover of information, including safeguarding records to fully empower school staff.</p> <p>DSL attends meetings for these cases to seek info as quickly as possible. Close working with other agencies is key to understand needs of the family and child.</p> <p>Clear communication, so staff aware of need and support that family.</p> <p>EP referrals to identify attachment or specific mental health need and support plan put in place, including positive behaviour profile. Where pupils have additional barriers, associated with PP, their teachers ensure there is robust intervention (may include PSED & attendance) to ensure their learning does no falter.</p>	<p>Tier 2 targeted support recommended by 2019 EEF, including whole school ethos is key. On top of this specialist targeting is needed, based on most up to date research on mental health, attachment, and impact of abuse.</p> <p>‘inclusive pedagogy’ to ensure success takes place in the classroom. Success in the classroom creates confident, successful learners who seek out challenge, feedback and recognise that learning is a difficult process.... The most effective schools create the capacity, provide the expertise and support for teachers to better meet the needs of their vulnerable learners. Marc Rowland Research schools .org.uk Leaders need to provide staff for support and most up to date research on impacts of deprivation and vulnerability as well as detailed Info regarding each family so that all staff can ‘love them quickly’ and be their champions.</p> <p>Leaders develop robust transition package with oversight by SEND Lead, DSL and HOA</p>	<p>Families settle and trust the school - reducing number of aggressive incidents or low level complaints.</p> <p>Children’s behaviour improves in school with reduced FTE and children’s attendance improves because barriers removed</p> <p>Pupils new to school access mainstream and make academic progress within 1 term of entering.</p> <p>RWINC assessments carefully track children new to school.</p>	Admin Team, DLS, FST, SEND, SLT, HOA, all staff	
<p>In KS1, a higher percentage of PP pupils need to be working at</p>	<p>Targeted parent workshops</p> <p>RWInc 1:1 and small group sessions</p>	<p>The school data shows that RWInc interventions can accelerate progress with pupils working at a higher level.</p>	<p>Early identification of pupils (through aspirational target setting) needing an intervention, which is then swiftly put into place.</p>		

<p>Expected level and a higher percentage of high ability at Greater Depth in all areas.</p>	<p>1:1 and small group conferencing</p> <p>Small group work interventions to target pupils working at EXS.</p>	<p>Small group interventions lead by highly qualified staff have shown to be effective as research shows in Visible Learning by John Hattie.</p> <p>Continue with targeted interventions such as ‘Success @ Arithmetic’ and ‘Counting to Calculate’. These are most effective when working in conjunction with parents. Staff to continue to engage with parents, modelling how to engage with the children at home and providing packs to support the learning</p> <p>Ensure that staff have updates to any pedagogical or knowledge updates particularly around reading fluency and developing vocabulary and oracy to support comprehension and developing writing.</p> <p>Continue to work on the pedagogy of ‘pre-teaching’ and ‘same-day catch ups’ and how these are most efficient (Trust CPD)</p>	<p>Fortnightly PRAISE report shows the effect of the interventions on each child and how they are progressing towards achieving greater depth at the end of the school year.</p> <p>Deliver training to new staff in RWInc 1:1, Engage with parents and pupils to address any concerns or questions about the interventions.</p> <p>Parents to attend RWInc and maths workshops so they can support their child at home.</p> <p>Impact monitored by SLT through fortnightly book looks and learning walks.</p>		
<p>Higher percentage of high ability PP pupils to be working at Greater Depth in writing by the end of KS2</p>	<p>Writing and reading interventions delivered in targeted small groups.</p> <p>Pre teaching interventions planned across KS2</p> <p>Further staff training on pre teaching for new teachers to ensure more pupils achieve GDS in writing. Targeted specific interventions to close the gaps in reading and so support understanding of vocabulary and extend language choices.</p> <p>Early morning/ after school interventions and Easter school.</p> <p>1:1 and small group THRIVE-style sessions to develop confidence and aspiration to achieve.</p>	<p>There will be a specific focus on pre-teaching, which is proven to be effective and more fun. Working for 20 minute sessions at a time, this approach can change the way a child sees himself (sic) as a reader, thinker, or It enables children to keep up rather than catch up. (Minkel, 2015)</p> <p>Some PP pupils need targeted support to catch up. We use specialist HLTAs and Year 6 teachers to offer a range of small group, bespoke interventions during breakfast and after school club. These have proven extremely successful. This additional QFT accelerates progress and ensures that the pupils meet at least EXS and are targeted for GDS. Small group interventions lead by highly qualified staff have shown to be effective as research shows in ‘Visible Learning’ by John Hattie.</p>	<p>Early identification of pupils needing an intervention and interventions swiftly put into place.</p> <p>Fortnightly PRAISE report shows the effect of the interventions on each child.</p> <p>Investment and CPD given in pre-teaching. Engage with parents and pupils to address any concerns or questions about the interventions. Impact monitored by SLT</p> <p>80% of Pupil eligible for PP to achieve EXS in KS2 in Reading, Writing and Maths. 40% of eligible pupils targeted to achieve the higher standard in Reading, Writing and Maths.</p>	<p>Y6 teacher</p> <p>SLT & HOA</p> <p>Senior LSA – responsibility for Y6 interventions.</p>	

	Home work club after school targeted for PP pupils run by specialist LSA.				
Total Budgeted cost					£
Other approaches					
Desired outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implement action?
Attendance and punctuality issues linked to range of vulnerabilities including: transport, parental mental health or SEND needs, a child's own mental health and / or SEND needs, including medical.	<p>Head of Academy / DSL to work with senior admin attendance officer to monitor pupils and follow up quickly on absences.</p> <p>Gain support from School Nurse and signpost parents. Link parents with outside agencies</p> <p>Clear messages and information given out from the office following Absence and Attendance Policy</p> <p>Discussions with parents about future absence requests and where they stand with the Government and Local Authority.</p> <p>Monitor PA children from previous years and action accordingly.</p> <p>Provide breakfast club for those children at risk of persistent lateness and those with CP concerns. SATs breakfast club</p>	<p>The attendance for pupils eligible for PP at the end of the academic year was 95.47% which was higher than the previous year. The attendance for All pupils was 96.11% Research shows that attending school regularly and on time has a positive impact on learning, progress and therefore the best life chances for our pupils.</p> <p>Attendance and punctuality must be the highest they possibly can be in order to prepare our children for their future adult life. In line with the Government and Local Authority Guidelines, we expect all our students to maintain an attendance level of 96.4% and above and have an aspirational target for all and PP pupils of 98%</p> <p>'Breakfast restores glucose levels, an essential carbohydrate that is needed for the brain to function. Many studies have shown how eating breakfast can improve memory and concentration levels and it can also make us happier as it can improve mood and lower stress levels. In studies amongst children, breakfast can improve attainment, behaviour and has been linked to improved grades. Just like any other organ in the body, the brain needs energy to work at it's best!' of the school community.</p>	<p>The percentage of pupils achieving attendance badges and certificates at the end of each term is increasing.</p> <p>Attendance lead to produce weekly breakdown of attendance for vulnerable groups.</p> <p>Fortnightly attendance report is analysed and pupil premium data along with all other groups is reported weekly to SLT and half termly to local governance</p>	<p>HOA</p> <p>Class teachers</p> <p>Safeguarding lead</p> <p>Attendance lead</p>	
Total Budgeted cost					£

6. Review of expenditure			
Academic Year 2018/2019		£43,560	
Previous Academic Year 2018/ 2019			
Quality of teaching for all			
Desire outcomes	Chosen action/approach	End of year impact	Lessons learned
<ul style="list-style-type: none"> Progress and attainment for eligible pupils is at least in line with National Averages by the end of their EYFS year Improved attainment for Disadvantaged in the KS1 Phonic screening check Pupils eligible for PP to be achieving in line with national average in Writing 	<p>EYFS children taught in a small (17 children) straight year group class (Rest of classes in the school are mixed)</p> <p>EYFS teacher (& leader) to access high quality CPD to ensure that the learning environment maximises learning opportunities for the children</p> <p>EYFS practitioners to observe best practise across the Trust</p> <p>CPD on high quality feedback and questioning which provides individual attention, challenge and feedback to the children</p> <p>Ongoing staff training on delivering RWINc Programme</p> <p>Planned CPD on high quality feedback and questioning</p> <p>Planned CPD on the teaching of Reading</p> <p>Planned CPD on developing 'Writerly Craft' and writing across the curriculum</p>	<p>At the end of EYFS, 76% of all pupils achieved a Good Level of Development (GLD). 50% (1/2) of Pupil Premium (PP) pupils achieved GLD.</p> <p>Year 1 phonics data 92% of all Y1 pupils (12/13) passed the Phonics Screening Check (PSC) compared to 80% of PP pupils (4/5) 100% Y2 re-takes inc 100% PP</p> <p>The one child not passing made the most progress from scoring 3 on first practice test to 29 – just 3 short of the pass mark. Some children made progress from scoring less than 10 in a phonic screening check at the beginning of the year, to passing it due to high quality, targeted interventions.</p> <p>Staff worked closely with parents of children who were in danger of not meeting the phonics screening threshold to ensure that they could support their children at home. They modelled how to work with the children to parents and sent home packs of materials to use - this ensured the above national average results.</p> <p>Above National KS1 and KS2 results for both 'all' and 'eligible' children were achieved by the deployment of LSA's to deliver highly effective 1:1 or small group interventions</p> <p>Breakfast club prior to SATS ensured that all gaps in Maths were being plugged and both eligible and 'all children' achieved greater than national averages (87% and 86%).</p>	<p>Continue with teaching RWI in small groups which are grouped following regular and thorough assessments.</p> <p>Continue to use 1:1 daily interventions. These are most effective when working in conjunction with parents. Staff to continue to engage with parents, modelling how to engage with the children at home and providing packs to support their learning.</p> <p>Having learned from the effectiveness of parental engagement with learning, we are going to widen this approach, initially with EYFS children - Stay, learn and play but also explore ways in which we are able to do this with KS2 children also.</p> <p>Engage as many KS1/EYFS staff as possible in RWI development days to ensure that interventions are as focussed and effective as possible.</p> <p>Continue to work on the pedagogy of 'pre-teaching' and 'same-day catch ups' and how these are most efficient (Trust CPD)</p> <p>Breakfast Revision Club and After School Home Learning Club to continue.</p> <p>No take up of 'Easter School' this year - Offer again to this year's cohort</p>

Targeted support																		
Desired outcomes	Chosen action/approach	End of year impact		Lessons learned														
<ul style="list-style-type: none"> Progress and attainment for eligible pupils is at least in line with National Averages by the end of their EYFS year Improved attainment for Disadvantaged in the KS1 Phonic screening check Pupils eligible for PP to be achieving in line with national average in Writing 	<p>RWInc 1:1 programme Small group and individuals targeted with additional interventions delivered through continuous provision</p> <p>1:1 and small group Social skills/PSED interventions by a highly skilled Teaching assistant or the class teacher</p> <p>Work closely with parents to ensure that they are able and equipped to support pupils at home</p> <p>RWInc 1:1 programme Small group and individuals targeted with additional interventions delivered daily or twice daily to aid retention of sounds if necessary</p> <p>RWI 1:1 sessions. 1:1 comprehension/understanding support/project X</p> <p>Pre-Teaching and same day conferencing</p> <p>8am Breakfast club and after school provision prior to SATS Easter School Prior to SATS</p>	<table border="1"> <tr> <td>EYFS GLD</td> <td>All 76%</td> <td>PP 50%</td> </tr> <tr> <td>Reading</td> <td>76%</td> <td>50% (1/2)</td> </tr> <tr> <td>Writing</td> <td>76%</td> <td>50% (1/2)</td> </tr> <tr> <td>Number</td> <td>94%</td> <td>50% (1/2)</td> </tr> <tr> <td>PSED</td> <td>88%</td> <td>100% (2/2)</td> </tr> </table>	EYFS GLD	All 76%	PP 50%	Reading	76%	50% (1/2)	Writing	76%	50% (1/2)	Number	94%	50% (1/2)	PSED	88%	100% (2/2)	<p>Children continue to join the school at a low baseline in both prime and specific areas, especially with regards to communication and language skills.</p> <p>Ensuring an enabling EYFS environment is key alongside the relentless focus on developing early reading and writing skills and this will continue into the next academic year.</p> <p>Early identification of pupil premium pupils and enhanced transition arrangements, enables key staff to work with both the children and families from the start. This needs to include the family support worker and this approach will continue next year so that early identification ensures increased outcomes.</p>
		EYFS GLD	All 76%	PP 50%														
		Reading	76%	50% (1/2)														
Writing	76%	50% (1/2)																
Number	94%	50% (1/2)																
PSED	88%	100% (2/2)																
<p>KS1 Expected Standard (EXS)</p> <table border="1"> <tr> <td>Subject</td> <td>All (10)</td> <td>PP (4)</td> </tr> <tr> <td>Reading</td> <td>70%</td> <td>50% (2/4)</td> </tr> <tr> <td>Writing</td> <td>60%</td> <td>50% (2/4)</td> </tr> <tr> <td>Maths</td> <td>60%</td> <td>50% (2/4)</td> </tr> </table>	Subject	All (10)	PP (4)	Reading	70%	50% (2/4)	Writing	60%	50% (2/4)	Maths	60%	50% (2/4)	<p>Targeted approach resulted in impact. This approach included on-going, high quality CPD for all staff. Staff then delivered high impact 1:1 and small group sessions to PP and other pupils, ensuring that provision was bespoke and personalised. This also included work with targeted families in the form of phonic workshops and 1:1 sessions for them to attend.</p>					
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Subject	All (9)	PP (5)																
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Desired outcomes	Chosen action/approach	End of year impact	Lessons learned															
<p>Pupils eligible for PP have attendance rates in line with their peers which is above National average (96.46%). Persistent absence is not an issue for PP children</p>	<p>Attendance Admin lead in place to ensure eligible pupils are contacted on the first day of absence.</p> <p>Family support worker to meet regularly with families and engage in education/understand importance of good attendance/consequences</p> <p>Whole school celebration of attendance on a weekly and termly basis (newsletters, celebration assembly certificates, 100% stickers, attendance breakfasts, termly attendance badges).</p>	<p>Attendance for all pupils 96.11%</p> <p>Attendance rates for pupils eligible for PP at the end of 2018 / 2019 was 95.47% which was in line with 2017-2018 xxxxxxxx95.84% but still below the national average and all pupils at 96.11%.</p> <p>CP children have been offered breakfast club as a way to access school and support parents and family life at difficult times.</p>	<p>Early engagement and intervention with families is key.</p> <p>Weekly access to a Family support worker and ensuring families access this support is crucial. We also need to ensure that parents are aware of the workshops which we offer to parents, both as an academy and as a Trust.</p> <p>The academy offers both before and after school wrap around care provision, this helps to support attendance and punctuality.</p>															

	Barriers to good attendance are discussed with parents and support put in place i.e. signposting to health services or support with behaviour.		
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