



# Pupil Premium Strategy Statement 2019/2020

## WELLAND ACADEMY

1. Summary information					
School	Welland Academy				
Academic Year	2019/2020	Total PP budget	£254,470	Date of most recent PP Review (GAT)	March 2018
Total number of pupils	403	Number of pupils eligible for PP	121 (30%)	Date for next internal review of this strategy	Dec 2019

2. Current attainment at Key Stage 2 (2019 SATs)				
	Disadvantaged pupils:	School Non-Disadvantaged pupils:	LA Non-Disadvantaged:	National average: (Non-disadvantaged national)
% achieving in reading, writing and maths	48%		62%	71%
Value-added progress in reading	-1		-0.7	0.3
Value-added progress in writing	0.2		-0.8	0.3
Value-added progress in maths	-2		0	0.4

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Significant individual needs and challenges, such as SEN and EAL, impact on progress and attainment.
B.	Low initial skills base, beginning from a very low starting point in Reception, with particular challenges in boys' writing.
C.	Pastoral and welfare challenges can impact on learning.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Varying yet generally low levels of home English, literacy, numeracy and language result in little external support.
E.	Varying yet generally low levels of aspiration and enrichment at home, alongside low academic engagement with school.
F.	Varying capacity to access the internet at home to access learning activities.
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
A.	The gaps in progress for PP children in core subjects will continue to narrow or be eradicated.
	<i>Success criteria</i>
	Published data and reports will show the gap between PP progress and national attainment close as a result of our combined strategy.

		Standards of teaching will continue to rise and the impact of the interventions provided will be evident and evaluated regularly. Formative assessment to be used proactively and closely to inform teaching and learning.
<b>B.</b>	Increase the percentage of PP children achieving ARE throughout the Academy.	Assessments and results will show clear improvements in the percentage of PP children making expected or better progress and achieving ARE. Standards of teaching will rise and the impact of the range of interventions provided will be evident and evaluated regularly.
<b>C.</b>	Continue to improve and raise aspirations through engagement in enrichment opportunities.	Pupils are motivated to achieve and make progress due to a wide and engaging curriculum and access to a range of extra-curricular enrichment and opportunities. Staff to continue to fully invest in Growth Mindset approaches. Develop the Careers and Employability aspect of our provision.

## 5. Planned expenditure

**Academic year**      **2019/2020**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all:

<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Further improvement in the attainment of Year 6 pupils in KS2 SATs.</b>	A) Continued employment of an assigned Year 6 Learning Mentor.  B) Morning booster and further intervention sessions to be run.  C) Run a SATs booster Easter School and resource revision.	A) There was again a clear and positive impact from the Learning Mentor's teaching last year in both lessons and interventions. B) Morning boosters alongside PiXL therapies effectively supported the progress of Year 6 pupils. C) Easter School has previously supported learners and maintains skill levels. A focus on reading is planned.	Learning Mentor to be supported with planning and resourcing her groups. Year 6 team are to continue to keep a regular log of data and practise test scores to monitor progress. Ensure that staffing/provision and the approach for Easter School is organised prior to the spring term.	<b>KS/SE/LM</b>	<b>December 2019</b>
<b>Standards of teacher self-reflection and quality of class teaching/feedback to continue to improve.</b>	Staff to continue involvement in a programme of peer-coaching and strategy work linked to Reflector software, mini-plenaries and feedback.	Staff to once again work alongside each other in triads to develop key areas of practise around feedback, Maths mastery and AfL strategies. IT Champions to support others with new systems and class-based technologies.  Staff have previously reacted positively about the impact of observing and discussing teaching practice together in this way.	Updated structure to be put in place by leaders in the autumn term. Refer to areas of staff specialism and expertise as good examples. Regularly review impact and adapt approach accordingly.	<b>DF/KS</b>	<b>December 2019</b>

<b>Teachers closely track a range of key indicators for the PP children in their classes and adapt provision accordingly.</b>	Staff will continue to maintain their class' Pupil Premium Provision Record. Staff to follow the updated standards outlined on our Pupil Premium Agreement.	It is essential that teachers continue to prioritise maintaining a close understanding of the barriers, situations and individual performance of the PP children in their classes. The PPPR document allows teachers and leaders to identify those children at risk or in need of further support.	PP Lead to monitor and support with the selection and provision of 'Mind the Gap' children. Time to be identified or allotted for completion and maintenance of the spreadsheet. PP Agreement displayed in each classroom and followed.	<b>KS</b>	<b>December 2019</b>
<b>Continued improvements in the numbers of children making good progress and meeting ARE.</b>	The full range of PiXL assessment resources to be used effectively in classes and year-group teams to identify gaps in understanding for future teaching.	Raising progress rates and the proportion of children working at ARE across the Academy requires closely-targeted teaching and sharp assessment practices. PiXL, introduced in Year 6 last year, will provide the framework needed to enact this.	New staff to be supported in initial use of PiXL by Phase Leaders. Monthly PiXL meetings with Phase Leaders will ensure that the PiXL system and QLA documents are used accurately and identify gaps which are addressed on medium-term planning.	<b>KS/LN/MF</b>	<b>December 2019</b>
<b>Levels of engagement in and the standard of reading to be raised across the Academy.</b>	Further investment in new reading books (both fiction and non-fiction) as well as the continued development of practice around Accelerated Reader in Key Stage 2. Implementation of a new Reading Strategy.	Accelerated Reader is proven to raise rates of progress in reading and further refinement to maximise impact is needed in the Academy. New books are required to fully resource this and engage readers and boys and children with SEND in particular. A new Reading Strategy will fully embed a love of reading and develop attitudes towards reading for pleasure.	Subject leader to give guidance on practice and regularly monitor progress and impact. Staff CPD on raising the profile of reading.	<b>KS</b>	<b>December 2019</b>
<b>Develop children's oracy skills across the Academy.</b>	Implement a new Oracy Strategy, which will aim to introduce a range of speaking, listening, performance, discussion and debate strategies.	The children in our Academy, particularly boys and younger children, struggle with a low baseline in speaking and listening skills. This can impact directly on the quality of their writing and presents a significant barrier.	Staff CPD time to be spent introducing this. Support the staff with timetabling this provision so it is effective and sustainable.	<b>KS</b>	<b>December 2019</b>
<b>Improve the resourcing of technology to maximise the learning benefits and impact of the Trust's new IT Strategy.</b>	Purchase of further laptops and iPads to ensure wider and more regular access to resources such as Class Notebook, Lexia and Times Tables Rockstars. Introduce provision to enable VR to be used to inspire and enrich learning.	We need a greater depth of resourcing to maximise impact across the range of IT-based resources we use in school. The GAT IT Strategy requires children to be able to access devices regularly in order for them to gain maximum benefit and skills.	Staff training needed to maximise impact of these resources. Provision mapping and medium-term planning to demonstrate effective use of equipment. The impact of individual interventions and approaches to also be monitored, e.g. preparation for the Year 4 times tables screening.	<b>JA/HL/AB</b>	<b>December 2019</b>
<b>Total budgeted cost</b>					<b>£62,227</b>

**ii. Targeted support: (Intervention)**

Desired outcome	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 implementation?
<b>TAs to deliver courses of focused core intervention, including after-school access sessions.</b>	Precision Teaching interventions to take place across Key Stage 2 and further PiXL gaps interventions to be run within year groups. TAs to lead after-school IT access club sessions to support home learning.	The PP children in the Academy generally make less progress in core subjects than non-PP children. Spelling is a key area of challenge for our PP children and Precision Teaching will raise confidence and accuracy in this area. Some PP children are unable to access their learning accounts at home, which places them at a disadvantage. Support is needed.	Impact of interventions is to be recorded and monitored and approaches adapted if necessary.  Target and support access club attendance for key children and monitor impact and attitudes.	<b>JA/DF</b>	<b>December 2019</b>
<b>PP children with SEND and SALT barriers to learning to receive quality, focused support.</b>	Employment of a SEND/SALT/ HLTA to lead intervention and support sessions.	PP SEND/SALT children can attain lower and make less progress than non-SEND children. Specific and targeted intervention from specialist HLTA to boost progress and reduce barriers to learning. Further support with CL in EYFS.	PP/SEN children to be tracked using Target Tracker and the PPPR document. Each group is to be tracked independently. Practice to be adapted based on this information.	<b>JA/DF</b>	<b>December 2019</b>
<b>PP children with SEND to close their attainment gap compared to their peers in reading.</b>	Continued subscription to the Lexia online reading support programme for PP/SEN children.	PP/SEN children generally attain at a lower level than their non-PP peers. Data and studies show that Lexia is an effective and worthwhile intervention with progress shown in last year's review. Capacity for further licences if needed.	Monitor and organise timetabling of devices. Use both Lexia and internal progress measures and reports. Outcomes for the children involved to be compared to those who are not taking part to ensure and track impact.	<b>DF</b>	<b>December 2019</b>
<b>PP writers, and boys in particular, make at least expected progress.</b>	Subscription and further active participation in online Pobble writing application/ publication approach.	PP writers, and boys in particular, make less progress overall across the Academy than non-PP children and girls.  Pobble is a highly-rated system which boosts motivation, engagement and positive attitudes to writing.	Re-launch Pobble and ensure all children are signed up to ensure that we can maximise the impact and positive celebration of writing that it can bring. Pobble displays in classrooms with regular mentions in KS2 Assembly. Monitor and track progress data and activity.	<b>JA/KS</b>	<b>March 2020</b>

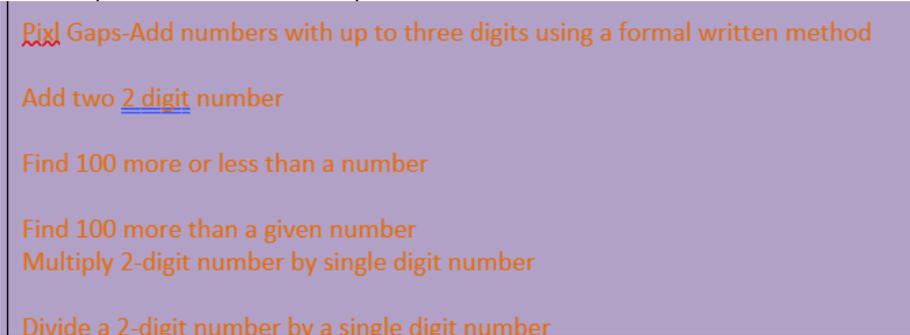
<b>Specific support to be provided to MA+/HA learners.</b>	Mentoring opportunities to be provided alongside clearer and deeper use of mastery activities in QFT.	MA+ and HA PP children require development opportunities to continue to raise the number of children achieving highly/to mastery/KS2 GDS. Local cluster of academies has formed a working group of leaders for further proactive work this year.	HA Lead to monitor practice to ensure opportunities are provided for HA. Ensure that all with potential to be HA are identified and pushed appropriately in their learning.	<b>Phase Leads/SE</b>	<b>December 2019</b>
<b>Children to receive specialist social, emotional and pastoral support.</b>	Creative Partnership 1:1 and group outdoor social and emotional intervention.	Pupil voice and teacher feedback showed the positive impact of this intervention on the social and emotional needs of the children involved. Many PP children in key year groups present with emotional, behavioural and social issues.	Impact of this intervention to be tracked closely in terms of instances of behaviour, alongside other measures. Teachers to be involved in the selection of children for groups.	<b>JA/DF</b>	<b>December 2019</b>
<b>Total budgeted cost</b>					<b>£77,807</b>
<b>iii. Other approaches:</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Ensure children's safety, wellbeing and readiness to learn.</b>	Support from Safeguarding Manager and Education Welfare team.	A number of our Pupil Premium children are involved in or linked to CP issues outside of the Academy and require close monitoring and support by our CP and pastoral teams.	Our CP training is regular and rigorous, with staff completing both in-school and online courses. Pastoral team to meet regularly to ensure needs and concerns are addressed promptly.	<b>JA/Pastoral team</b>	<b>December 2019</b>
<b>Aspiration, ambition and awareness of employment opportunities will increase and act as a key motivator.</b>	Year-long programme of character-based activities to be coordinated to raise awareness, understanding and aspirations in this area. Use Skype in the Classroom for this purpose.	Levels of aspiration remain low among PP children. This is in part due to a lack of understanding about the world of training and work. We feel strongly as an Academy that if children are aware of the job market and routes to achieving their aspirations and ambitions they are more likely to be committed to their learning and go on lead successful lives.	Full Careers and Employability Action Plan to be written and worked through in stages across the academic year. Visits and enrichment opportunities to take place. Structure and requirements of the Career Mark award to be followed in line with GAT aims.	<b>SL</b>	<b>December 2019</b>
<b>Parents will gain a deeper understanding of children's learning and be able to offer greater support.</b>	Parent events and workshops to be held to develop understanding of the curriculum and how to support learning at home. This will then build parental involvement in their children's progress.	To benefit children's learning and progress more effectively, we need to encourage parental involvement with the Academy on the curriculum itself and on how to support children at home. This is to focus on English and Maths, in line with Academy priorities.	Parent Workshops and Celebration of Learning events to be planned out. Subject Leads to take ownership of these, selecting content and focus year groups where need is highest and the potential impact greatest. Consider how to attract key families to attend.	<b>ALT/ Subject/ Phase Leads</b>	<b>December 2019</b>

<b>Improve the attendance of PP children within the Academy, particularly in Reception and Key Stage 1 to rise above the target of 96%.</b>	Reviewed reward system. (Continue to provide attendance prizes, rewards and incentives for 96%+.) Further proactive work for PP families with younger children.	Monitoring of attendance rates last year highlighted key year groups as well as specific children and families who need support in raising their levels of attendance and punctuality. If children are not present in the Academy they cannot make progress. PPPR document highlights Reception and Year 1 as areas of focus for attendance.	Broaden incentives and access to rewards for good rates of attendance to those achieving 96%+.  Work alongside pastoral team to proactively support families of low-attending children.	<b>Pastoral team/LN/RD</b>	<b>December 2019</b>
<b>Character and Careers skills will be developed for Year 5/6 children.</b>	Year 5/6 PP children to take a leading role in 'Fruit to Suit' Tuck Shop enterprise service/project.	Levels of aspiration and transferable skills are an area for improvement. As mentioned, this is in part due to a lack of understanding about the world of training and work. Running the 'Fruit to Suit' enterprise improves employability skills and build aspects of children's character and resilience.	Complete Pupil Voice activities before and after taking part in the enterprise. Monitor success and smooth running of the tuck shop. Feedback from teachers on children's attitudes and approach to learning.	<b>DF/AM/KS</b>	<b>December 2019</b>
<b>Club, extra-curricular and peripatetic activity uptake will increase amongst PP children.</b>	Clubs will be specifically targeted and promoted with PP children in mind. External music tuition sourced both in and outside of lessons.	Enrichment opportunities and the chance to develop new skills are fundamentally important for our PP children as they often lack these experiences outside of school.	Working alongside teachers, target and invite PP children to clubs. Monitor and push uptake through the year by working alongside relevant staff.	<b>KS</b>	<b>December 2019</b>
<b>Children will be ready for their learning at the start of each school day.</b>	Provision of Breakfast Club each morning.	Due to our social context, children may come to school having not eaten breakfast. To ensure that they are ready to learn and make progress, we provide the opportunity for children to come in from 8.15am to have breakfast and take part in activities with free places available for PP children.	Support staff are allocated to help with Breakfast Club and kitchen staff ensure that a range of healthy breakfast options are available. Monitor uptake to ensure children who need this support receive it.	<b>KS/Pastoral team</b>	<b>December 2019</b>
<b>Widen access to learning activities in the Academy after school.</b>	Provision of Busy Bees after-school club. Target key PP families to support and extend learning opportunities.	This constitutes a good opportunity for us to extend contact and learning time for targeted PP children and families who would benefit from this extra time and support.	Invite and target children and families who would benefit from extended provision. Monitor and refocus uptake through the year as needs emerge and develop. Consider impact closely when reviewing.	<b>JA/KS/HR</b>	<b>December 2019</b>
<b>Curriculum enrichment opportunities to be regular and powerful.</b>	Funding for curriculum enrichment opportunities in all years groups - with boys in mind in terms of boosting engagement.	Due to enrichment activities often being limited at home, we need to support engagement in learning. Our children require regular, quality enrichment opportunities such as trips or in-school impact days and visits to make the most of their time in lessons. Skype in the Classroom will also be used in all years to deepen enrichment.	Long and medium-term planning will show where enrichment opportunities are planned and how these directly impact on learning and inspire further study. Each year group to spread and allocate spending across year for best impact.	<b>JA</b>	<b>July 2020</b>

<b>Year 6 children to be financially able to take part in a residential visit.</b>	Make a financial contribution to maximise pupil uptake and enable the Year 6 Residential trip to go ahead in July 2020.	Previously, children were not offered residential visits due to a lack of financial support from home. Through our support, we are now looking forward to a fourth consecutive year with a Year 6 residential. It is important that the children are supported to access such a hugely constructive experience. Last year's residential trip to Caythorpe PGL Centre was again a real success.	Continue existing relationship with PGL Caythorpe as we are happy with the experience received. Programme of activities to be selected to best meet our children's needs. Monitor PP pupil uptake and attitudes before and after the visit to quantify impact.	<b>KS</b>	<b>July 2020</b>
<b>Total budgeted cost</b>					<b>£104,047</b>
<b>Total remaining budget available for this year: £10,389 Overall budgeted cost to date</b>					<b>£244,081</b>

<b>Interim/Spring Term Review of Impact of Expenditure:</b>			
<b>January 2020</b>			
<b>i. Quality of teaching for all</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Assessed impact:</b>	<b>Lessons learned/Cost-effectiveness:</b>

<p><b>Further improvement in the attainment of Year 6 pupils in KS2 SATs.</b></p>	<p>A) Continued employment of an assigned Year 6 Learning Mentor.</p> <p>B) Morning booster and further intervention sessions to be run.</p> <p>C) Run a SATs booster Easter School and resource revision.</p>	<p>A= Data from the group based with Learning Mentor showed progress towards targets.  B = Morning boosters and interventions enabled gaps to be targeted and therefore impacted on progress.  C= This did not happen this year due to the pandemic</p> <p>Year 6 -% of children at ARE.</p> <table border="1" data-bbox="689 288 1585 411"> <thead> <tr> <th></th> <th>End of year 5</th> <th>End of Autumn Term</th> <th></th> </tr> </thead> <tbody> <tr> <td>6</td> <td>R 45.2</td> <td>R 54.9</td> <td> </td> </tr> <tr> <td></td> <td>W 38.7</td> <td>W 42</td> <td> </td> </tr> <tr> <td></td> <td>M 41.9</td> <td>M 51.6</td> <td> </td> </tr> </tbody> </table> <p>End of Spring Term:</p> <table border="1" data-bbox="689 459 1597 512"> <thead> <tr> <th>Year</th> <th>% of PP ARE/+ Reading</th> <th>% of PP ARE/+ Writing</th> <th>% of PP ARE/+ Maths</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>52</td> <td>48</td> <td>55</td> </tr> </tbody> </table>		End of year 5	End of Autumn Term		6	R 45.2	R 54.9			W 38.7	W 42			M 41.9	M 51.6		Year	% of PP ARE/+ Reading	% of PP ARE/+ Writing	% of PP ARE/+ Maths	6	52	48	55	<p>Continue Year 6 group and boosters due to impact on data.</p>
	End of year 5	End of Autumn Term																									
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<p><b>Standards of teacher self-reflection and quality of class teaching/feedback to continue to improve.</b></p>	<p>Staff to continue involvement in a programme of peer-coaching and strategy work linked to Reflector software, mini-plenaries and feedback.</p>	<p>Observations were undertaken in the Autumn Term to identify strengths and IT experts were in place for the Spring Term.  Triads were due to begin in the Spring term and were due to be linked to the outcomes from OFSTED.</p>	<p>Teachers will continue to self-reflect and use research to focus their practice.</p>																								
<p><b>Teachers closely track a range of key indicators for the PP children in their classes and adapt provision accordingly.</b></p>	<p>Staff will continue to maintain their class' Pupil Premium Provision Record.  Staff to follow the updated standards outlined on our Pupil Premium Agreement.</p>	<p>Staff maintained the pupil data on our PPPR document during the Autumn term and 'Mind the Gap' concern children were identified ahead of the spring term.  Staff continued good practice with a focus on key aspects of quality first teaching and a full awareness of our PP children.</p>	<p>Continue with this close monitoring approach.</p>																								

<p><b>Continued improvements in the numbers of children making good progress and meeting ARE.</b></p>	<p>The full range of PiXL assessment resources to be used effectively in classes and year-group teams to identify gaps in understanding for future teaching.</p>	<p>Years 2-6 completed the PiXL tests in the Autumn Term. They used the QLAs to identify gaps and priorities. These were then mapped out on medium term plans to show how they were going to address them in the Spring Term.  Number of children at ARE  An example from a medium term plan is shown below:</p> 	<p>Continue with this approach, refining the approach towards regular PPA teacher/phase leader meetings, with middle leaders using the gap tracker as a basis for their monitoring.</p>
<p><b>Levels of engagement in and the standard of reading to be raised across the Academy.</b></p>	<p>Further investment in new reading books (both fiction and non-fiction) as well as the continued development of practice around Accelerated Reader in Key Stage 2.</p>	<p>Staff CPD was delivered on promoting the love of reading and reading areas were updated.  More books were purchased for AR and SEND children.  AR shows increase in reading ages.</p>	<p>Continue to use AR from years 3-6 as this shows increase in reading ages.  Continue to purchase new books which engage the children.</p>
<p><b>Develop children's oracy skills across the Academy.</b></p>	<p>Implement a new Oracy Strategy, which will aim to introduce a range of speaking, listening, performance, discussion and debate strategies.</p>	<p>One of the curriculum teams took this as a focus for the Autumn Term and ran a pilot project.  CPD was due to be delivered in the Spring Term by the new English Lead.</p>	<p>This will remain a focus in the new academic year.</p>

<p><b>Improve the resourcing of technology to maximise the learning benefits and impact of the Trust's new IT Strategy.</b></p>	<p>Purchase of further laptops and iPads to ensure wider and more regular access to resources such as Class Notebook, Lexia and Times Tables Rockstars. Introduce provision to enable VR to be used to inspire and enrich learning.</p>	<p>CPD was provided for teachers and all teachers now use Teams and OneNote daily. 14 teachers are now MIE Experts. This enabled lessons to be taught remotely during the lockdown period. Further laptops were bought for year 4. Twice a week access to an after –school computing club iPads are in place in classrooms and are being used for apps such as TT Rockstars for times tables practise as well as Accelerated Reader testing.</p>	<p>Teachers will continue to develop their knowledge through their roles as Microsoft experts. Further laptops will need to be purchased to enable more children to maximise their learning.</p>
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**ii. Targeted support (Intervention)**

Desired outcome	Chosen action/approach	Assessed impact:	Lessons learned/ Cost-effectiveness:									
<p><b>TAs to deliver courses of focused core intervention, including after-school access sessions.</b></p>	<p>Precision Teaching interventions to take place across Key Stage 2 and further PiXL gaps interventions to be run within year groups. TAs to lead after-school IT access club sessions to support home learning.</p>	<p>Provision maps show that children's reading or spelling of the frequency words improves due to precision teaching-see examples below-</p> <p>Year 2-beginning of term to end of term</p> <table border="1"> <caption>Reading Scores</caption> <thead> <tr> <th>Year</th> <th>Beginning of term</th> <th>End of term</th> </tr> </thead> <tbody> <tr> <td>Year 2</td> <td>59/100</td> <td>88/100</td> </tr> <tr> <td>Year 4</td> <td>67/100</td> <td>96/100</td> </tr> </tbody> </table> <p>Year 4-beginning of term to end of term 70/100 on   84/100</p>	Year	Beginning of term	End of term	Year 2	59/100	88/100	Year 4	67/100	96/100	<p>Work alongside Deputy Principal/SENDCo to ensure that Precision Teaching has strong impact for the PP children involved.</p> <p>Continue IT club when we are able to.</p>
Year	Beginning of term	End of term										
Year 2	59/100	88/100										
Year 4	67/100	96/100										
<p><b>PP children with SEND and SALT barriers to learning to receive quality, focused support.</b></p>	<p>Employment of a SEND/SALT/ HLTA to lead intervention and support sessions.</p>	<p>SEND/SALT HLTA completes daily, regular interventions and support sessions for children with SEND/SALT needs. With a rising number of incidences of difficulties with speech and language in our Reception intake, and the levels of SEN through school (as we as those children who are both SEND and disadvantaged), this work is essential in supporting children to make progress. The HLTA also supports the Lexia intervention as well as the introduction of the Precision Teaching intervention strategy.</p>	<p>Continue with this aspect of the strategy – oracy is seen as a key barrier to learning in our Academy, particularly for boys.</p>									

<p><b>PP children with SEND to close their attainment gap compared to their peers in reading.</b></p>	<p>Continued subscription to the Lexia online reading support programme for PP/SEN children.</p>	<p>Lexia has been monitored closely this year, with teachers ensuring that the children complete the correct usage each week.. The impact of this intervention is shown below with increasing numbers of children progressing and beginning to access age-related content:</p> <p>Students by Year Level of Material (YLM) in Year 2</p> <table border="1"> <caption>Students by Year Level of Material (YLM) in Year 2</caption> <thead> <tr> <th>Group</th> <th>Time</th> <th>Below YLM</th> <th>In YLM</th> <th>Above YLM</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Group 1</td> <td>Start</td> <td>64%</td> <td>36%</td> <td>0%</td> </tr> <tr> <td>Current</td> <td>21%</td> <td>79%</td> <td>0%</td> </tr> <tr> <td rowspan="2">Group 2</td> <td>Start</td> <td>92%</td> <td>8%</td> <td>0%</td> </tr> <tr> <td>Current</td> <td>75%</td> <td>17%</td> <td>8%</td> </tr> </tbody> </table> <p>Individual examples are below:</p> <table border="1"> <tr> <td>Level 1</td> <td>reading and</td> <td>Level 2</td> </tr> <tr> <td>Level 1</td> <td></td> <td>Level 3</td> </tr> <tr> <td>Level 6</td> <td></td> <td>Level 8</td> </tr> </table>	Group	Time	Below YLM	In YLM	Above YLM	Group 1	Start	64%	36%	0%	Current	21%	79%	0%	Group 2	Start	92%	8%	0%	Current	75%	17%	8%	Level 1	reading and	Level 2	Level 1		Level 3	Level 6		Level 8	<p>Continue with this intervention due to impact.</p>
Group	Time	Below YLM	In YLM	Above YLM																															
Group 1	Start	64%	36%	0%																															
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Level 6		Level 8																																	
<p><b>PP writers, and boys in particular, make at least expected progress.</b></p>	<p>Subscription and further active participation in online Pobble writing application/ publication approach.</p>	<p>Pobble training was due to be given in Spring Term.</p>	<p>Continue Pobble as unable to deliver training- support with new English strategy of Jane Consedine.</p>																																
<p><b>Specific support to be provided to MA+/HA learners.</b></p>	<p>Mentoring opportunities to be provided alongside clearer and deeper use of mastery activities in QFT.</p>	<p>A local cluster of academies was formed for leaders and activities were carried out across the cluster. More were planned but were unable to be carried out. Pilot work has been carried out the use of the big questions. Mastery approach is being used in Maths.</p>	<p>CPD needed in terms of in-class provision and specific approaches for boosting learning.</p>																																
<p><b>Children to receive specialist social, emotional and pastoral support.</b></p>	<p>Creative Partnership 1:1 and group outdoor social and emotional intervention.</p>	<p>Children are carefully selected for skills, communication and self-esteem focused sessions with specialist Creative Partnership staff. _____ of the _____ KS2 children receiving this intervention were Pupil Premium, showing that those disadvantaged children with needs of this sort are targeted for support.</p>	<p>Continue with this strategy into next year.</p>																																
<p><b>iii. Other approaches</b></p>																																			
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Assessed impact:</b></p>	<p><b>Lessons learned/ Cost-effectiveness:</b></p>																																

<p><b>Ensure children's safety, wellbeing and readiness to learn.</b></p>	<p>Support from Safeguarding Manager and Education Welfare team.</p>	<p>Pastoral team setup works effectively and proactively, with a reduction in % in the number of behavioural incidents recorded compared to the previous academic year. Learning Mentor effectively supporting high-profile children and keeping detailed logs of the support given.</p>	<p>Continue with this essential aspect of the PP Strategy.</p>
<p><b>Aspiration, ambition and awareness of employment opportunities will increase and act as a key motivator.</b></p>	<p>Year-long programme of character-based activities to be coordinated to raise awareness, understanding and aspirations in this area. Use Skype in the Classroom for this purpose.</p>	<p>Careers Lead appointed and a Careers week successfully carried out. Careers are being linked to topics and opportunities arranged to meet them eg Skype in the classroom/Teams. Skills builder was being implemented in the Spring term.</p>	<p>Continue to develop and raise aspirations.</p>
<p><b>Parents will gain a deeper understanding of children's learning and be able to offer greater support.</b></p>	<p>Parent events and workshops to be held to develop understanding of the curriculum and how to support learning at home. This will then build parental involvement in their children's progress.</p>	<p>In the Autumn Term: ICT parents' workshop Phonics workshop Celebration of learning events</p>	<p>Continue to work to increase rates of parental interaction with the academic side of school life These will need to continue virtually – each year group will hold a workshop in the 1<sup>st</sup> few weeks to introduce them to the expectations of the new year group.</p>
<p><b>Improve the attendance of PP children within the Academy, particularly in Reception and Key Stage 1 to rise above the target of 96%.</b></p>	<p>Reviewed reward system. (Continue to provide attendance prizes, rewards and incentives for 96%+.) Further proactive work for PP families with younger children.</p>	<p>Attendance is featured in regular Monday assembly slots, with rewards such as non-uniform for 100% attendance weeks. The Family Liaison Officer works with high-profile families.  Autumn -whole-school attendance =95.49% PP attendance = 95.32%</p>	<p>Continue to maintain a high profile for good attendance throughout the course of the year, aiming to end the year above target for both PP and non-PP children.</p>
<p><b>Character and Careers skills will be developed for Year 5/6 children.</b></p>	<p>Year 5/6 PP children to take a leading role in 'Fruit to Suit' Tuck Shop enterprise service/project.</p>	<p>Fruit to Suit 'Snack Attack' tuck shop was running successfully with their pupil-run stall selling healthy food every Friday.</p>	<p>Children to continue to learn new skills through this enterprise project.</p>

<p><b>Club, extra-curricular and peripatetic activity uptake will increase amongst PP children.</b></p>	<p>Clubs will be specifically targeted and promoted with PP children in mind. External music tuition sourced both in and outside of lessons.</p>	<p>We offer extra-curricular activities including sports, craft and drama as well as those with a more academic focus. 47% of the children who attended extra- curricular clubs were PP (PP = 30% of school)</p> <p>Weekly peripatetic music sessions for KS2 to ensure that the children in these years groups (with high numbers of disadvantaged pupils) are able to access and experience hands-on, specialist music teaching. Y5 have ukulele (No of PP=51%), Y6 have drumming (No of PP = 53%)</p>	<p>Continue with this key and enriching aspect of the PP Strategy. Work with administrators to target PP children further.</p>
<p><b>Children will be ready for their learning at the start of each school day.</b></p>	<p>Provision of Breakfast Club each morning.</p>	<p>56% of the children attending breakfast club were PP (PP = 30% of school)</p>	<p>Continue to work alongside admin and pastoral team to ensure that PP uptake is as high as possible and meets any emergent needs.</p>
<p><b>Widen access to learning activities in the Academy after school.</b></p>	<p>Provision of Busy Bees after-school club. Target key PP families to support and extend learning opportunities.</p>	<p>The children complete a range of activities, can work on their homework and read with the supervising adults. PP children/families are approached to participate in the club.</p> <p>69% of the children attending Busy Bees were PP (PP = 30% of school)</p>	<p>Continue to work alongside pastoral team to ensure that PP uptake is as high as possible and meets any emergent needs.</p>
<p><b>Curriculum enrichment opportunities to be regular and powerful.</b></p>	<p>Funding for curriculum enrichment opportunities in all years groups - with boys in mind in terms of boosting engagement.</p>	<p>Trips/visitors in the Autumn term enriched the curriculum and provided children with real life experiences. These were then used to develop/engage children's learning in the classroom.</p>	<p>Continue to provide curriculum enrichment opportunities.</p>
<p><b>Year 6 children to be financially able to take part in a residential visit.</b></p>	<p>Make a financial contribution to maximise pupil uptake and enable the Year 6 Residential trip to go ahead in July 2020.</p>	<p>This couldn't be completed due to the pandemic.</p>	<p>Residential to go ahead if restrictions allow it.</p>