

## Team Improvement Plan 2019-2020

**Samuel Barlow Primary Academy**

**Team: Pupil Premium**

<b>NOR Jan 2019</b>	<b>250</b>
<b>Number of pupils eligible on role:</b>	<b>90 = 36%</b>
<b>Total budget allocation</b>	<b>112,560</b>
<b>Nominated member of LAB</b>	<b>Abigail Hawkins</b>
<b>PP lead</b>	<b>Sarah Kahler</b>

	YEAR 6 SATS		Year 2 SATS			Year 1 Phonics		EYFS GLD	
	2019 ALL	FSM6	2019 ALL	FSM6		2019 ALL	FSM6	2019 All	FSM6
						ALL			
Reading	46%	35%	75%	55%		72%	56%	68%	50%
Writing	57%	35%	67%	55%					
Maths	51%	29%	83%	73%					
Combined	38%	24%	67%						

## What is Pupil Premium funding?

The pupil premium is additional funding for publicly funded schools in England.

It's designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers.

Pupil premium funding is available to:

- schools maintained by the local authority, including:
  - schools for children with special educational needs or disabilities
  - pupil referral units (PRUs), for children who can't go to a mainstream school
- [academies](#) and [free schools](#), including:
  - academies for children with special educational needs or disabilities
  - alternative provision (AP) academies, for children who can't go to a mainstream school
- voluntary-sector AP, with local authority agreement
- non-maintained special schools (NMSS), for children with special educational needs as approved by the Secretary of State for Education under [section 342 of the Education Act 1992](#)

In the 2019 to 2020 financial year, schools will receive the following funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years: (78 children)

- £1,320 for pupils in reception to year 6
- £935 for pupils in year 7 to year 11

Schools will receive £2,300 for any pupil: (3 children)

- identified in the January 2018 [school census](#) or the [alternative provision census](#) as having left local authority care as a result of:
  - adoption
  - a special guardianship order
  - a child arrangements order (previously known as a residence order)
- who has been in local authority care for 1 day or more
- recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local authority care)

For pupils who attract the £2,300 rate, the [virtual school head](#) of the local authority that looks after the pupil will manage the funding.

There will also be £300 additional funding for every child who has a parent that is currently employed by the Armed Services. (9 children)

Year	N1	N2	R	1	2	3	4	5	6
Pupil Premium	0 0%	3 9.09%	8 23.53%	14 35.0%	10 40.0%	12 52.17%	11 36.67%	6 30.0%	7 33.33%
Total number of students in year group	0	33	34	40	25	23	30	20	21

## What does the data suggest for priorities for the next academic year?

### EYFS

	School	District (Newark)	LA	2018 National
<b>All pupils</b>				
Number of pupils in cohort	38	1,229	9,315	652,400
% attaining a Good Level of Development	68.4	67.2	70.7	71.5
% attaining Expected or Exceeded in all ELG in Communication and Language	78.9	77.5	82.0	82
% attaining Expected or Exceeded in all ELG in Physical Development	84.2	84.4	87.0	87
% attaining Expected or Exceeded in all ELG in Personal, Social and Emotional Development	78.9	80.9	84.5	85
% attaining Expected or Exceeded in all ELG in all Prime Areas	78.9	75.2	79.0	79
% attaining Expected or Exceeded in all ELG in Literacy	68.4	68.5	72.0	73
% attaining Expected or Exceeded in all ELG in Mathematics	68.4	73.1	77.3	78
% attaining Expected or Exceeded in all ELG in Understanding the World	78.9	80.7	83.6	84
% attaining Expected or Exceeded in all ELG in Expressive Arts and Design	81.6	83.2	86.2	87
% attaining Expected or Exceeded in all ELG in all Specific Areas	68.4	66.6	70.2	71
% attaining Expected or Exceeded in all ELG in all Areas	68.4	65.9	69.6	70
% attaining Exceeded across all ELG in the Good Level of Development	0.0	2.7	3.1	-
<b>FSM Gap</b>				
Number of FSM pupils	12	160	1,187	87,190
% FSM pupils attaining a Good Level of Development	50.0	50.6	50.7	57.0
Number of Non FSM pupils	26	1,069	8,128	565,159
% Non FSM Pupils attaining a Good Level of Development	76.9	69.7	73.7	74.0
FSM Gap	26.9	19.1	22.9	17.0

Areas of weakness are in literacy and mathematics.

There are not any children who are exceeding the ELGs

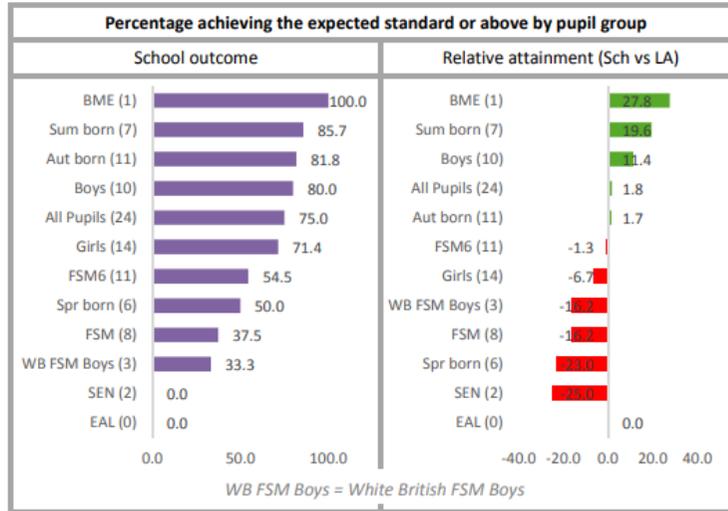
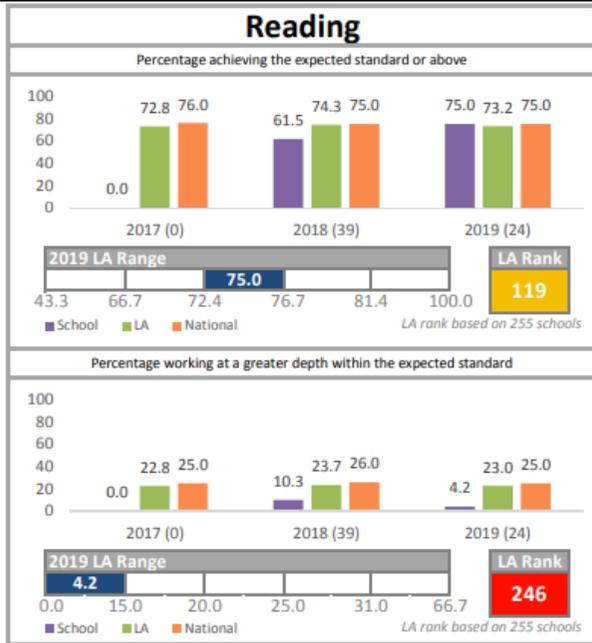
GLD is below National and the gap between FSM and non FSM children in our Academy is significant at 26.9%

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**Phonics**

Phonics Data	2019
Yr 2 Retakes (5 pupils)	90% Boys: 78% Girls 100%
Y1 Outcomes	72% Boys: 69% Girls 75%
FSM6	56%
Not-FSM6	81%
SEN	14%
EAL	100%
Not-EAL	71%

**KS1**



### KS1 results were moderated this year

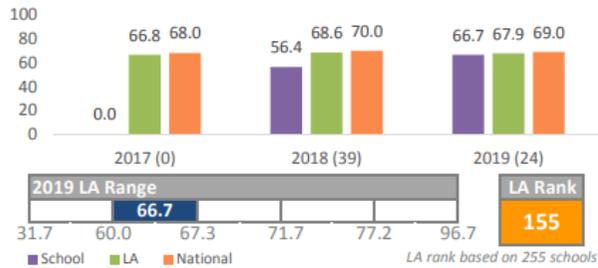
#### Reading

Although an increase on last year and the children achieving the National there is a significant gap 37.8 between PP children and non-PP and an increased difference in attainment between PP Boys and non-PP boys of 66.7

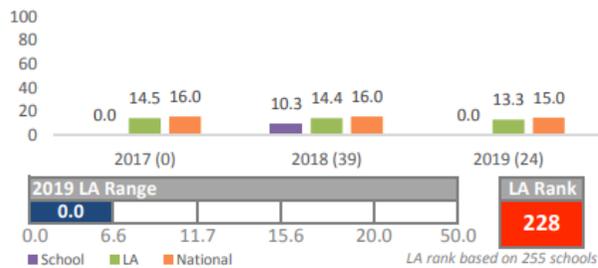
The number of children working at greater depth is significantly lower.

## Writing

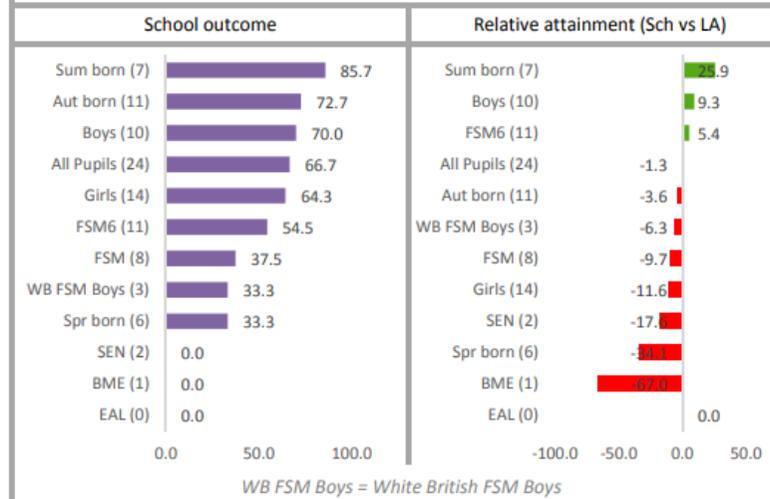
Percentage achieving the expected standard or above



Percentage working at a greater depth within the expected standard



## Percentage achieving the expected standard or above by pupil group



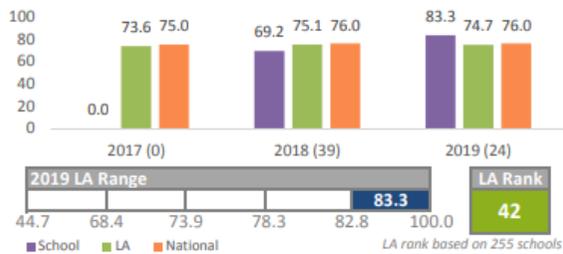
## Writing

Although an increase on last year there is a significant gap 22.4% between PP children and non-PP and an increased difference in attainment between FSM Boys and non-FSM boys of 52.4%

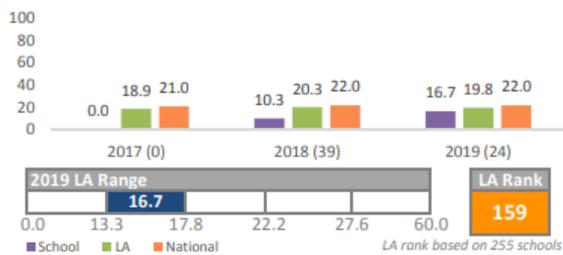
Their were no children working at Greater Depth.

## Mathematics

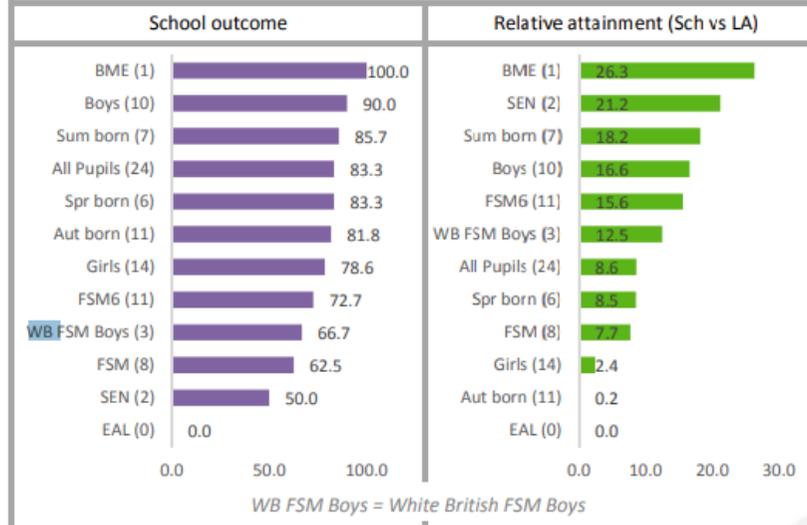
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Percentage working at a greater depth within the expected standard



Percentage achieving the expected standard or above by pupil group

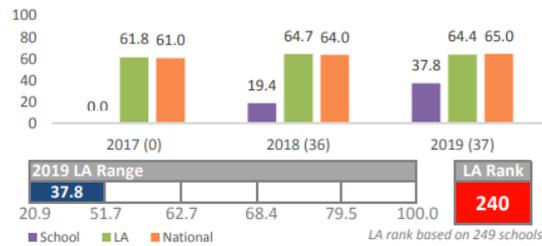


## Maths

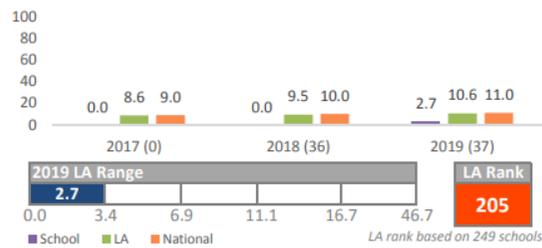
A significant improvement in attainment which is above National due to the teaching for mastery approach being implemented in this year group. The gap between PP children and non-PP children is far smaller than in other areas which now needs to be maintained in Key Stage 2.

### Reading, Writing TA and Maths

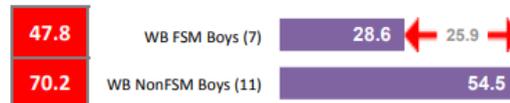
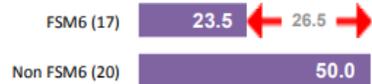
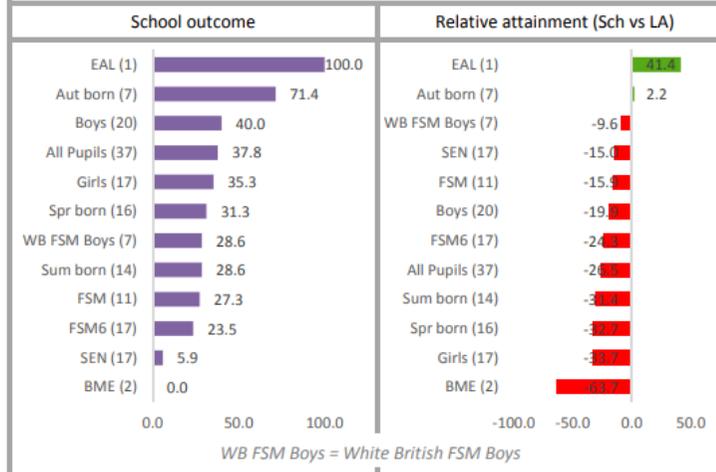
Percentage achieving the expected standard or above



Percentage achieving higher standard



### Percentage achieving the expected standard or above by pupil group

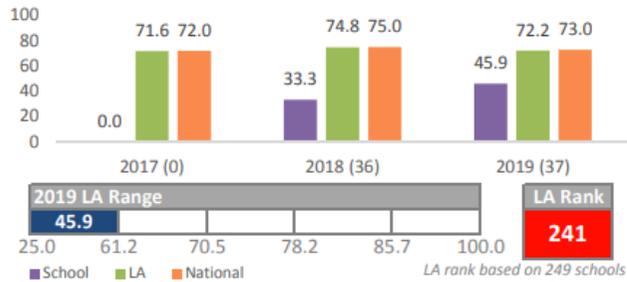


### Combined

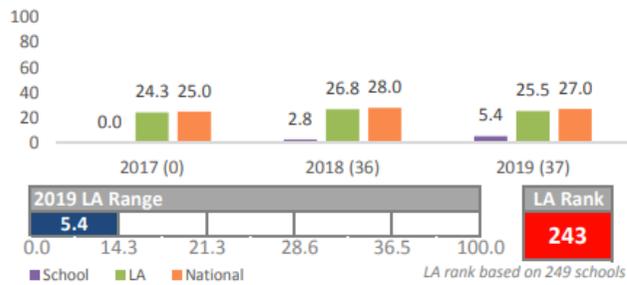
Improving % for combined. 38% achieved combined – increase of 19%. The number of Greater Depth has also increased.

## Reading

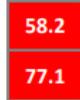
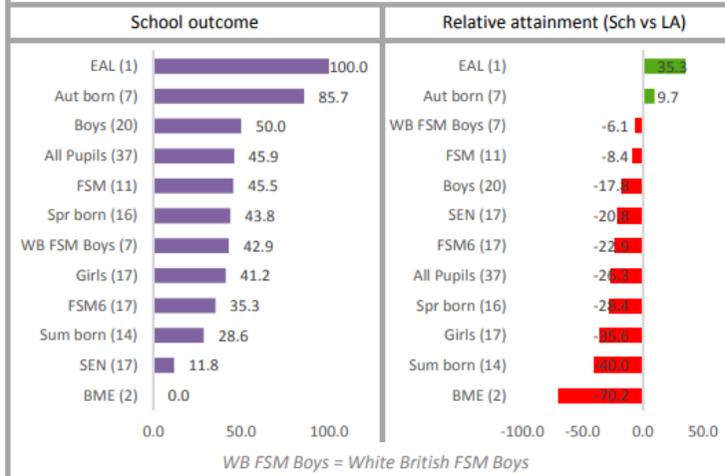
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Percentage achieving higher standard



Percentage achieving the expected standard or above by pupil group

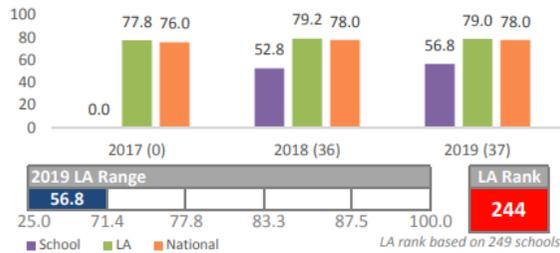


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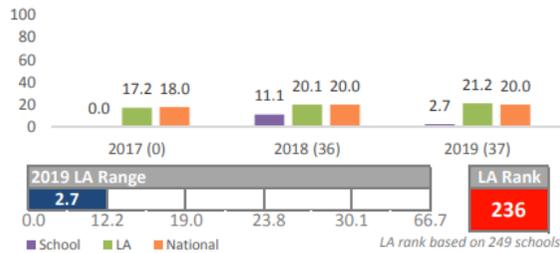
Increased % achieving ARE and greater depth.  
Significant gap between PP and non-PP.

### Writing TA

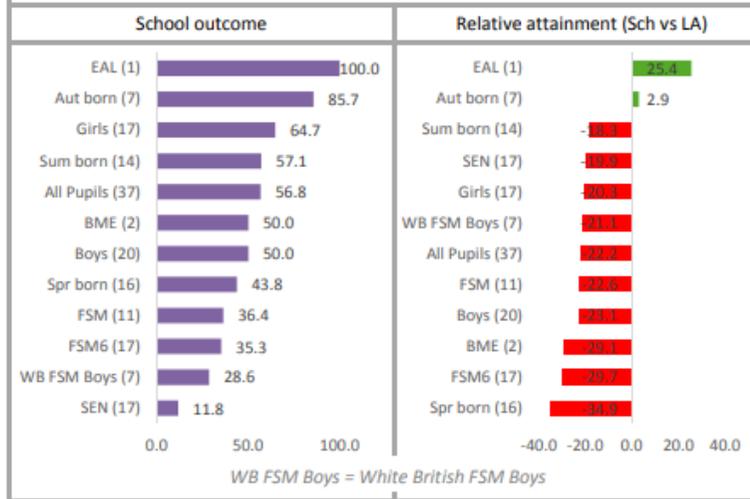
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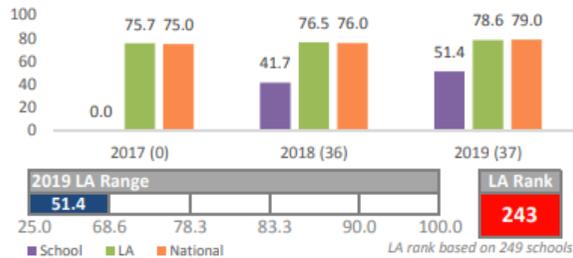


### Writing – moderation by the LA took place this year

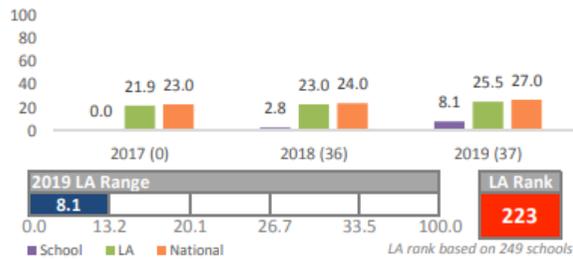
Increased % of PP at ARE but a significant gap remains

## Mathematics

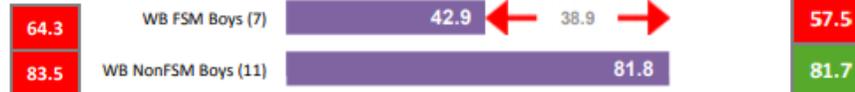
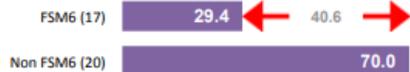
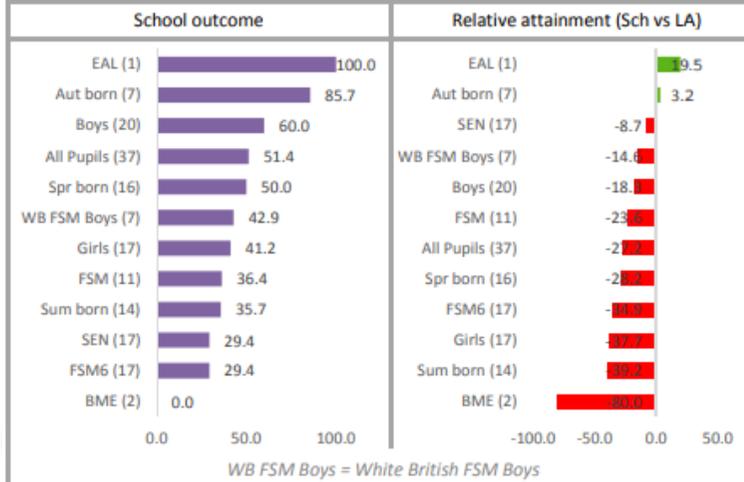
Percentage achieving the expected standard or above



Percentage achieving higher standard



Percentage achieving the expected standard or above by pupil group



## Maths

Increased % of PP achieved ARE but significant gap in performance of PP and non-PP.

Strategy 2019-20

### Investment in Early Years

School leaders identified investing in Early Years as a critical aspect for diminishing differences for Disadvantaged pupils – based on Education Endowment Fund research. There is a significant financial investment in the Early Years classes for both staffing and provision, and both the Early Years Lead and Teaching and Learning Lead have a secure knowledge and understanding of best practice in Early Years.

- An experienced Early Years Lead has been deployed to grow good practice from within spending significant time within the EYFS settings of the Southern Primary cluster.
- Children and staff are observed regularly and barriers identified swiftly and robustly acted upon.
- Leaders ensure that the provision is enabling children to overcome these barriers and the support and curriculum are meeting their needs.
- The school invests significantly in high quality Speech and Language support focused specifically on the EYFS and have their own trained staff, dedicated to engage in intervention within the classroom to address these early learning barriers.

### Early Years Foundation Stage/Communication and Literacy

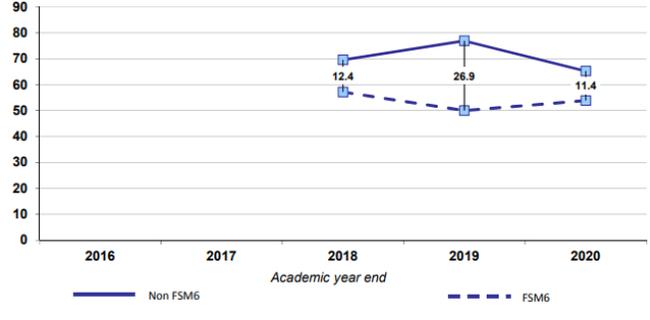
The school has identified literacy and communication as the most consistent barrier to learning for their disadvantaged pupils and have spent time and energy developing whole school approaches to supporting children in overcoming these challenges. Weak vocabulary, poor role models, a lack of cultural capital and experiences and a resistance or hesitancy to engage in literacy are the key issues their disadvantaged pupils were facing.

Foundation Stage	What?	How?	Cost	Impact?
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**Objective: To make significant progress in all areas to increase % achieving GLD**

Year	N1	N2	R
Pupil Premium	0 0%	3 9.09%	8 23.53%
Total number of students in year group	0	33	34

Develop leader's knowledge of Pupil	Michaela to identify the pupils in the EYFS who have PP funding.	Michaela to receive up to date information what strategies have	NA	Data information was shared and interventions put in place
-------------------------------------	------------------------------------------------------------------	-----------------------------------------------------------------	----	------------------------------------------------------------

<p>Premium funding and the needs of disadvantaged pupils at Samuel Barlow and her responsibility for this as the EY leader.</p>	<p>Michaela to have a good understanding of the barriers to learning that these pupils face.</p>	<p>the greatest impact to support PP from research.</p> <p>ML to have regular team meetings and pupil progress meetings to ensure that all staff know who the PP children are and their responsibility in supporting them.</p>		<p>until March when the country went into lockdown due to Covid.</p>																																																																																																			
<p>Additional support from teaching assistants</p>	<p>2018-19 outcomes:</p> <table border="1"> <thead> <tr> <th></th> <th>ALL</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td><b>Early Learning Goal</b></td> <td></td> <td></td> </tr> <tr> <td></td> <td>Sch</td> <td>Sch</td> </tr> <tr> <td colspan="3"><b>Communication and language</b></td> </tr> <tr> <td>Listening and attention</td> <td>78.9</td> <td>75.0</td> </tr> <tr> <td>Understanding</td> <td>78.9</td> <td>75.0</td> </tr> <tr> <td>Speaking</td> <td>78.9</td> <td>75.0</td> </tr> <tr> <td colspan="3"><b>Physical Development</b></td> </tr> <tr> <td>Moving and handling</td> <td>84.2</td> <td>83.3</td> </tr> <tr> <td>Health and self-care</td> <td>89.5</td> <td>91.7</td> </tr> <tr> <td colspan="3"><b>Personal, social &amp; emotional development</b></td> </tr> <tr> <td>Self-confidence and self awareness</td> <td>81.6</td> <td>83.3</td> </tr> <tr> <td>Managing feelings and behaviour</td> <td>89.5</td> <td>91.7</td> </tr> <tr> <td>Making relationships</td> <td>84.2</td> <td>83.3</td> </tr> <tr> <td colspan="3"><b>Literacy</b></td> </tr> <tr> <td>Reading</td> <td>68.4</td> <td>50.0</td> </tr> <tr> <td>Writing</td> <td>68.4</td> <td>50.0</td> </tr> <tr> <td colspan="3"><b>Mathematics</b></td> </tr> <tr> <td>Numbers</td> <td>65.8</td> <td>50.0</td> </tr> <tr> <td>Shape, space and measure</td> <td>65.8</td> <td>50.0</td> </tr> <tr> <td colspan="3"><b>Understanding the world</b></td> </tr> <tr> <td>People and communities</td> <td>81.6</td> <td>83.3</td> </tr> <tr> <td>The world</td> <td>84.2</td> <td>83.3</td> </tr> <tr> <td>Technology</td> <td>81.6</td> <td>75.0</td> </tr> <tr> <td colspan="3"><b>Expressive arts and design</b></td> </tr> <tr> <td>Exploring and using media and materials</td> <td>81.6</td> <td>83.3</td> </tr> <tr> <td>Being imaginative</td> <td>81.6</td> <td>83.3</td> </tr> </tbody> </table>		ALL	PP	<b>Early Learning Goal</b>				Sch	Sch	<b>Communication and language</b>			Listening and attention	78.9	75.0	Understanding	78.9	75.0	Speaking	78.9	75.0	<b>Physical Development</b>			Moving and handling	84.2	83.3	Health and self-care	89.5	91.7	<b>Personal, social &amp; emotional development</b>			Self-confidence and self awareness	81.6	83.3	Managing feelings and behaviour	89.5	91.7	Making relationships	84.2	83.3	<b>Literacy</b>			Reading	68.4	50.0	Writing	68.4	50.0	<b>Mathematics</b>			Numbers	65.8	50.0	Shape, space and measure	65.8	50.0	<b>Understanding the world</b>			People and communities	81.6	83.3	The world	84.2	83.3	Technology	81.6	75.0	<b>Expressive arts and design</b>			Exploring and using media and materials	81.6	83.3	Being imaginative	81.6	83.3	<p>Additional TA support beyond ratios is allocated to both F1 and F2 to reduce group sizes for directed teaching time, increase time for interactions and boosters. Smaller groups during direct teaching times and bespoke intervention based on needs will accelerate the progress of pupils</p>	<p>£19,941</p>	<p>2020 outcomes</p> <table border="1"> <thead> <tr> <th colspan="3">FSM Gap</th> </tr> </thead> <tbody> <tr> <td>Number of FSM pupils</td> <td>13</td> <td>47</td> </tr> <tr> <td>% FSM pupils attaining a Good Level of Development</td> <td>53.8</td> <td>55.3</td> </tr> <tr> <td>Number of Non FSM pupils</td> <td>23</td> <td>397</td> </tr> <tr> <td>% Non FSM Pupils attaining a Good Level of Development</td> <td>65.2</td> <td>70.5</td> </tr> <tr> <td>FSM Gap</td> <td>11.4</td> <td>15.2</td> </tr> </tbody> </table>	FSM Gap			Number of FSM pupils	13	47	% FSM pupils attaining a Good Level of Development	53.8	55.3	Number of Non FSM pupils	23	397	% Non FSM Pupils attaining a Good Level of Development	65.2	70.5	FSM Gap	11.4	15.2
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<p>Development of the</p>	<p>Reading attainment of PP and Non-PP on entry</p>	<p>English lead to establish systems to ensure that Early Reading is taught</p>	<p>See above</p>	<p>2020 outcomes</p>																																																																																																			

<p>practice of reading in EY.</p>	<p>into the foundation stage of this academy:</p> <p>2018-19 outcome: Reading – 68% Reading PP = 50%</p>	<p>effectively.</p> <p>Unit to have appropriate reading resources to ensure that the system/programme is fit for purpose.</p> <p>Teaching assistants and students directed to towards EY to ensure that pupils are being read with regularly System in place to track the pupil’s progress in reading through the book banded books.</p>	<p>additional TA support in EY.</p> <p>£1,000 for RWI reading books &amp; book spine books</p>	<p>Reading all = 58%</p> <p>Reading PP = 54%</p>
<p>Objective reviews: <b>To make significant progress in writing</b></p>				
<p>Improve outcomes in writing</p>	<p>Writing attainment of PP and Non-PP on entry into the foundation stage of this academy:</p> <p>2018-19 outcome: Writing all: 68% Writing PP:50%</p>	<p>CPD provided to develop teachers and TAs knowledge of the development of early writing.</p> <p>JPD project to focus on Early and communication – Helicopter Stories.</p> <p>Teaching assistants deployed to ensure targeted boosters for writing.</p> <p>System in place to track the pupil’s progress in writing, RWI tracking, and regular teacher led</p>	<p>Provided by DALP Institute</p>	<p>Statutory outcomes 2020</p> <p>Writing all : 64% Writing PP: 54%</p>

		interventions.		
Objective reviews: <b>To make significant progress in maths</b>				
The use Mastery approach to deliver the teaching of Number sense in F1 and F2	<p>Maths attainment of PP and Non-PP on entry into the foundation stage of this academy:</p> <p>2018-19 outcomes Maths all : 68% Maths PP: 50%</p>	<p>Work with maths lead to develop team's knowledge of mastery learning in EYFS.</p> <p>Lead to attend the Early Years East Midlands East Maths Hub work group.</p>	See TA wage for cover for CPD	<p>Statutory outcomes 2020</p> <p>Maths all : number 58%, SSM =64% Maths PP: number 46 %, SSM =54%</p>
<b>Review</b>	<ul style="list-style-type: none"> <li>- Achievement Team focus standing agenda needs to be Pupil Premium so that key stage leaders lead on the progress and outcomes of PP pupils and teachers are acutely aware of the needs of their PP pupils and teaching strategies to reduce barriers for these pupils and accelerate their progress.</li> <li>- Gap between PP and Non-PP achieving GLD decreased smaller than average LA gap</li> <li>- Gap still exists between All pupils and PP across core literacy and numeracy strands.</li> </ul>			

### The Quality of Education: Relentless Focus on Quality First Teaching

An absolute focus on teaching and learning. Leaders are passionate about their intrinsic role of ensuring that all teaching is at least good across the school.

Leaders at all levels are leaders of learning. Modelling and promoting best practice is a key part in all of their roles, and their passion for excellent teaching is both obvious

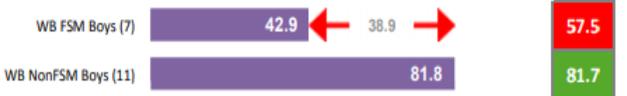
and instrumental in ensuring that their vision is achieved. The school is establishing a relentless focus on the quality of teaching and invests in ensuring that their policies and procedures enhance practice and ensure consistency.

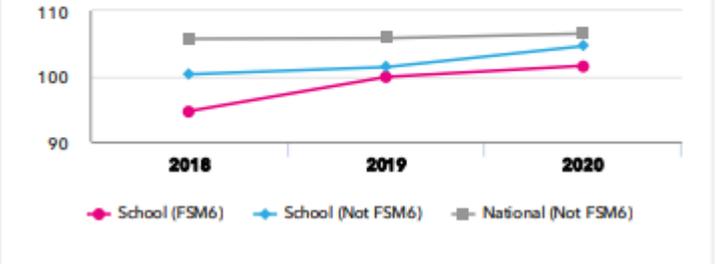
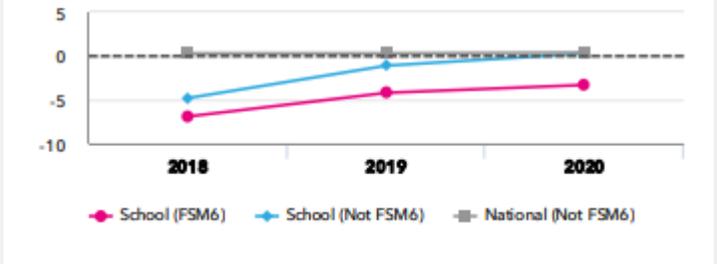
- There are systems and structures to the Quality Assurance process which inform every element of practice within the school, continually developing and shaping the future actions in a timely manner.
- The needs of all staff are analysed through monitoring, and bespoke packages of CPD are designed to continually improve practice.
- The school has invested significant time in developing their marking and feedback policies and have consulted widely, researched and trialled a range of strategies to ensure that their feedback to pupils is effective and making a significant impact.

Leaders are outward facing and display a thirst for collaboration, sharing best practice and embedding consistent approaches to teaching and learning.

KS1/KS2	What?	How?	Cost	Impact?
<p><b>Objective:</b> Ensure assessment data is used to track progress and attainment of PP pupils across school.</p>				
<p>Develop Key Stage leader's responsibility for disadvantaged children in their key stage</p>	<p>JC/LW to identify the vulnerable cohorts within their key stages and the core areas of the curriculum in which significant gaps are identified.</p> <p>JC/LW to make teachers in their key stages responsible for knowing which pupils in their class have PP funding and identify their barriers to learning.</p>	<p>PP Lead keeps up-to-date information what strategies have the greatest impact to support PP from research and disseminates this info to relevant staff.</p> <p>Key stage leaders (JC/LW) to have regular team meetings (Achievement Teams) and pupil progress meetings to ensure that all staff know who the PP children</p>	<p>NA</p>	<p>Achievement teams began before the Lockdown however the Pandemic stopped the continuation of this process.</p> <p>Need to continue to embed 2020-21</p>

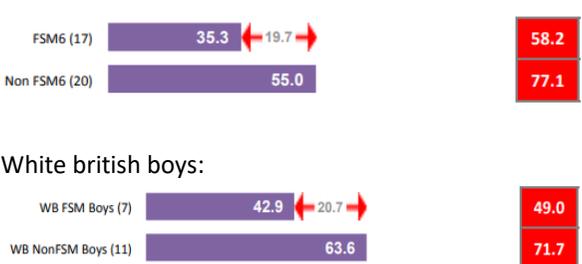
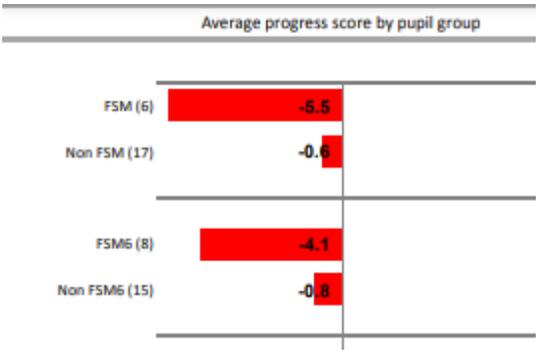
		are and their responsibility in supporting them.		
<p>Improve Teaching profile to ensure that that TLA is judged as good or better through the academy's SEF.</p>	<p>Summer 2019 TLA 40-50% effective</p> <p>Autumn 2019-20 TLA 60% effective</p>	<p>TLA lead post created to lead teaching and learning across the Southern Cluster Academies.</p> <p>Ensure that the system of QA provides teachers with regular feedback and bespoke CPD to develop their pedagogy.</p> <p>Regular drop-ins into classrooms followed by developmental feedback happen regularly by members of the SLT.</p> <p>Teachers receive feedback and bespoke CPD based on areas for development that are highlighted by the SLT and subject leaders.</p> <p>Leaders use QA to</p>		<p><b>Summer 2020</b></p> <p><b>Good 80%</b></p> <p><b>RI 20%</b></p>

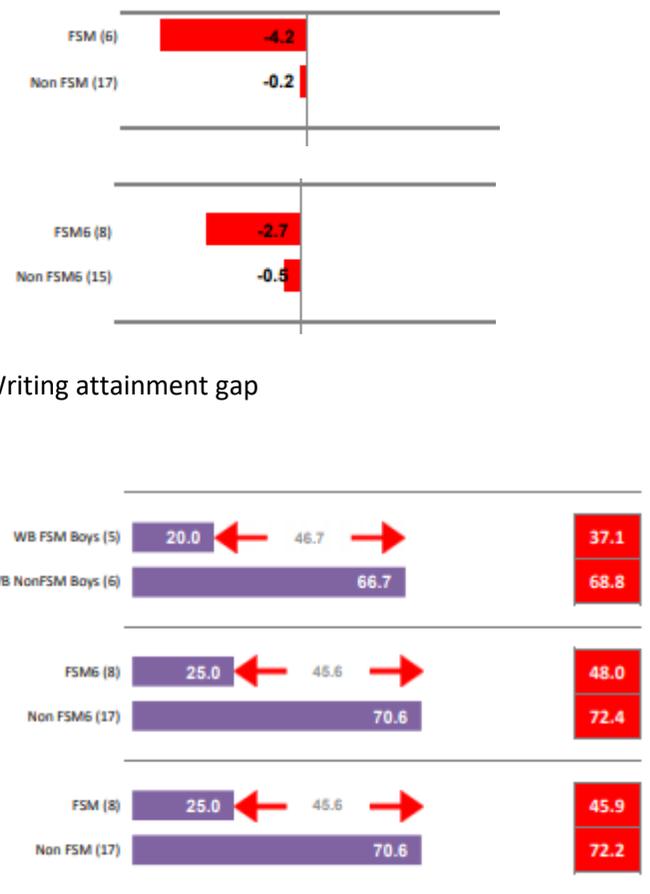
		inform program of CPD for all teaching staff.																																															
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<b>Objective: To improve progress and attainment in maths</b>																																																	
Reduce gap in attainment at KS2 between PP and non PP.	<p>Maths KS2 outcomes 2018-19:</p> <p>All</p>  <p>White British boys:</p> 	<p>Use of Power Maths in Years 1-6. All textbooks and workbooks purchased as well as the membership to the website.</p> <p>The progress of disadvantaged children is rigorously tracked &amp; off track pupils are identified early.</p> <p>Rigorous monitoring and QA cycle to identify strengths and areas for development in the teaching of maths</p> <p>CPD Power Maths SK 10.9.19</p>		<p>KS1 SATs and TA results</p> <table border="1"> <thead> <tr> <th></th> <th>Pupils</th> <th>% Expected Standard + (Re, Wr, Ma)</th> <th>% Higher Standard (Re, Wr, Ma)</th> </tr> </thead> <tbody> <tr> <td><b>Summary</b></td> <td>All Pupils</td> <td>25</td> <td>56%</td> <td>0%</td> </tr> <tr> <td rowspan="2"><b>Gender</b></td> <td>Male</td> <td>13</td> <td>46%</td> <td>0%</td> </tr> <tr> <td>Female</td> <td>12</td> <td>67%</td> <td>0%</td> </tr> <tr> <td rowspan="3"><b>Prior Attainment</b></td> <td>Higher attainers</td> <td>1</td> <td>100%</td> <td>0%</td> </tr> <tr> <td>Middle attainers</td> <td>15</td> <td>80%</td> <td>0%</td> </tr> <tr> <td>Lower attainers</td> <td>8</td> <td>13%</td> <td>0%</td> </tr> <tr> <td><b>Pupil Premium</b></td> <td>Not FSM (in last 6 years)</td> <td>25</td> <td>56%</td> <td>0%</td> </tr> <tr> <td rowspan="2"><b>FSM</b></td> <td>FSM</td> <td>8</td> <td>25%</td> <td>0%</td> </tr> <tr> <td>Not FSM</td> <td>17</td> <td>71%</td> <td>0%</td> </tr> </tbody> </table> <p>KS2 SATS results</p>		Pupils	% Expected Standard + (Re, Wr, Ma)	% Higher Standard (Re, Wr, Ma)	<b>Summary</b>	All Pupils	25	56%	0%	<b>Gender</b>	Male	13	46%	0%	Female	12	67%	0%	<b>Prior Attainment</b>	Higher attainers	1	100%	0%	Middle attainers	15	80%	0%	Lower attainers	8	13%	0%	<b>Pupil Premium</b>	Not FSM (in last 6 years)	25	56%	0%	<b>FSM</b>	FSM	8	25%	0%	Not FSM	17	71%	0%
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Embedding mastery	Introduction of Power Maths textbook resource to support teachers planning and delivery of maths; establish high	Maths lead to develop teacher																																															

<p>teaching across the academy</p>	<p>expectations and deliver a consistent approach to concrete, pictorial and abstract teaching strategies in all year groups.</p>	<p>knowledge and understanding through CPD for all staff alongside EAP for maths at staff meetings throughout the year and individual coaching where required.</p> <p>2 teachers - participate in the East Midlands East Maths Hub Launch Meeting 19<sup>th</sup> Sept 2019 TRG 1 17<sup>th</sup> October 2019 + 3 support days in school</p>	<p>RAF funding</p>	<p><b>KS2 attainment for disadvantaged pupils 2020</b></p> <p>Average Scaled Score (Re, Ma)</p>  <table border="1"> <caption>KS2 attainment for disadvantaged pupils 2020</caption> <thead> <tr> <th>Year</th> <th>School (FSM6)</th> <th>School (Not FSM6)</th> <th>National (Not FSM6)</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>~95</td> <td>~100</td> <td>~105</td> </tr> <tr> <td>2019</td> <td>~100</td> <td>~102</td> <td>~105</td> </tr> <tr> <td>2020</td> <td>~102</td> <td>~105</td> <td>~105</td> </tr> </tbody> </table>	Year	School (FSM6)	School (Not FSM6)	National (Not FSM6)	2018	~95	~100	~105	2019	~100	~102	~105	2020	~102	~105	~105																																																												
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		across the school to support learning times tables.		
Thirdspace maths	Baseline Scholar Pack summer 2018-19: ALL: 60% PP: 43%	1 term of 11 students to receive individual tuition from 3 <sup>rd</sup> Space Learning.	£4,865	
<b>Objective: To improve progress in English</b>				
Increase progress in reading of PP pupils	Systems required to track the impact of reading interventions – ensure careful identification of children in order that the most vulnerable receive boosters.	Specialist TA deployed in KS1 to improve outcomes in reading. Tracking for impact of intervention will take place each term. Tracking progress of disadvantaged children in order to identify off track pupils early.  Subject lead to ensure that systems for the teaching of Early Reading in EYFS and KS1/LKS2 are rigorous and track the progress of pupils through the book	£23,937	Reading/EAL interventions are now tracked termly. The impact of interventions inform next steps.

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<p>Reduce gap in attainment in Reading and Writing outcomes in KS1 outcomes</p>	<p>2018-19 outcomes:</p> <p><b>Reading</b></p> <table border="1" data-bbox="286 603 891 801"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">KS1 EXS+</th> <th colspan="2">EYFS</th> <th rowspan="2">Difference</th> </tr> <tr> <th>Pupils</th> <th>%</th> <th>Pupils</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Non FSM6</td> <td>13</td> <td>92.3</td> <td>13</td> <td>76.9</td> <td>+ 15.4</td> </tr> <tr> <td>FSM6</td> <td>11</td> <td>54.5</td> <td>11</td> <td>63.6</td> <td>- 9.1</td> </tr> <tr> <td>Gap</td> <td>-</td> <td>38</td> <td>-</td> <td>13</td> <td>+ 24.5</td> </tr> </tbody> </table> <p><b>Writing</b></p> <table border="1" data-bbox="286 896 891 1094"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">KS1 EXS+</th> <th colspan="2">EYFS</th> <th rowspan="2">Difference</th> </tr> <tr> <th>Pupils</th> <th>%</th> <th>Pupils</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Non FSM6</td> <td>13</td> <td>76.9</td> <td>13</td> <td>84.6</td> <td>- 7.7</td> </tr> <tr> <td>FSM6</td> <td>11</td> <td>54.5</td> <td>11</td> <td>63.6</td> <td>- 9.1</td> </tr> <tr> <td>Gap</td> <td>-</td> <td>22</td> <td>-</td> <td>21</td> <td>+ 1.4</td> </tr> </tbody> </table> <p>Current Year 2 pupils at the end of Summer 2018-19: % of pupils at ARE TA assessment on Scholarpack – reading Non PP - 67% PP - 44%</p> <p>Current Year 2 pupils at the end of Summer 2018-19: % of pupils at ARE TA assessment on Scholarpack - writing Non PP - 67% PP - 44%</p>		KS1 EXS+		EYFS		Difference	Pupils	%	Pupils	%	Non FSM6	13	92.3	13	76.9	+ 15.4	FSM6	11	54.5	11	63.6	- 9.1	Gap	-	38	-	13	+ 24.5		KS1 EXS+		EYFS		Difference	Pupils	%	Pupils	%	Non FSM6	13	76.9	13	84.6	- 7.7	FSM6	11	54.5	11	63.6	- 9.1	Gap	-	22	-	21	+ 1.4	<p>There is a balance between high quality first teaching &amp; gap filling intervention to support all children to achieve academically &amp; develop emotionally.</p> <p>TA to deliver English and Maths support/interventions in the autumn term/spring term.</p> <p>Additional qualified teacher target pupils during core teaching.</p>	<p>£15,708 Laura</p> <p>£10,000 Lisa</p>	<p>Reading outcomes KS1</p>  <table border="1" data-bbox="1420 638 2083 1037"> <thead> <tr> <th>Group</th> <th>Current</th> <th>Target</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>WB FSM Boys (5)</td> <td>20.0</td> <td>63.3</td> <td>44.9</td> </tr> <tr> <td>WB NonFSM Boys (6)</td> <td>83.3</td> <td>-</td> <td>74.3</td> </tr> <tr> <td>FSM6 (8)</td> <td>25.0</td> <td>51.5</td> <td>53.8</td> </tr> <tr> <td>Non FSM6 (17)</td> <td>76.5</td> <td>-</td> <td>75.8</td> </tr> <tr> <td>FSM (8)</td> <td>25.0</td> <td>51.5</td> <td>51.8</td> </tr> <tr> <td>Non FSM (17)</td> <td>76.5</td> <td>-</td> <td>75.6</td> </tr> </tbody> </table>	Group	Current	Target	Goal	WB FSM Boys (5)	20.0	63.3	44.9	WB NonFSM Boys (6)	83.3	-	74.3	FSM6 (8)	25.0	51.5	53.8	Non FSM6 (17)	76.5	-	75.8	FSM (8)	25.0	51.5	51.8	Non FSM (17)	76.5	-	75.6
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<p>Reduce gap in attainment in Reading in KS2 outcomes</p>	<p>KS2 outcomes 2018-19</p>  <p>White british boys:</p> 	<p>Continued bespoke CPD to embed Reciprocal Reading as a strategy for the explicit reading of comprehension skills across the school.</p> <p>TA support for Year 6 full time to provide interventions and work with target pupils. TA to deliver reading interventions (Reciprocal Reading) 3x weekly for target pupils.</p> <p>Attainment data is close to targets set for the end of year data.</p>	<p>£21,237</p>	<p>KS2 Reading</p>  <p>Ave. progress score – reading</p> 
<p>Reduce gap in attainment in Writing in KS2 outcomes</p>	<p>KS2 outcomes 2018-19</p> 	<p>English lead to provide CPD for writing: handwriting; spelling strategy in place; CPD for the</p>		<p>Ave progress score – writing</p>

	<p>White british boys:</p>  <p>WB FSM Boys (3) 33.3 ← 52.4 → 39.6</p> <p>WB NonFSM Boys (7) 85.7 64.9</p>	<p>use of Steps to Success and ITAF statements used in each Year to ensure all teachers know the expectations for each year group and targets are shared with pupils.</p> <p>TA support for Year 6 full time to provide interventions and work with target pupils.</p> <p>Regular pupil progress meetings to ensure that attainment data is close to targets set for the end of year data.</p> <p>Flip charts and stands for each teacher to ensure pupils receive regular modelled writing.</p>	<p>£1,000</p>	 <p>Writing attainment gap</p> <p>FSM (6) -4.2</p> <p>Non FSM (17) -0.2</p> <p>FSM6 (8) -2.7</p> <p>Non FSM6 (15) -0.5</p> <p>WB FSM Boys (5) 20.0 ← 46.7 → 37.1</p> <p>WB NonFSM Boys (6) 66.7 68.8</p> <p>FSM6 (8) 25.0 ← 45.6 → 48.0</p> <p>Non FSM6 (17) 70.6 72.4</p> <p>FSM (8) 25.0 ← 45.6 → 45.9</p> <p>Non FSM (17) 70.6 72.2</p>
<p>Reduce gap in attainment in Reading in</p>	<p>2018-19 EYFS outcomes: Reading – 68% Reading PP = 50%</p>	<p>There is a balance between high quality first teaching &amp; gap filling intervention to</p>		<p>Year 1 outcomes summer 2020</p> <p>All: 58% PP: 48% Phonics (TA): All: 43% PP: 33%</p>

<p>Year 1 outcomes</p>	<p>Baseline reading bookband 35/40 pupils are red bookband or below at the start of Yr1.</p>	<p>support all children to achieve academically &amp; develop emotionally The progress of disadvantaged children is rigorously tracked &amp; off track pupils are identified early</p> <p>Attainment data will show that more pupils are working at ARE at the end of each data analysis (each half term). Progress of the targeted pupils will be accelerated.</p>		
<p>Reduce gap in attainment in Reading outcomes in Y4</p>	<p>Baseline 2018-19 PP Current Year 4 pupils: % of pupils at ARE TA assessment on Scholarpack in summer 2018-19 ALL - 57% PP - 36%</p>	<p>There is a balance between high quality first teaching &amp; gap filling intervention to support all children to achieve academically &amp; develop emotionally</p> <p>The progress of disadvantaged children is rigorously</p>	<p>£16,81 4 DT</p>	<p>Summer 2020 outcomes  All: 65% PP: 38%</p>

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		<p>ARE at the end of each data analysis (each half term). Progress of the targeted pupils will be accelerated.</p>		
<p><b>Review</b></p>	<ul style="list-style-type: none"> <li>- Achievement Teams need to continue to be embedded 20-21 so that key stage leaders are acutely aware of the progress of PP pupils across their key stage and teachers know these pupils and are developing strategies to improve outcomes for them by accelerating their progress.</li> <li>- KS2 outcomes gaps opened slightly between PP and non-PP achieving exp. for Re &amp; Ma – lockdown will have had an impact on the impact of these pupils.</li> <li>- KS1 WB FSM and FSM(6) in reading require a more robust strategy to closing the gap in reading in 2020-21</li> <li>- KS2 large gaps in progress scores in both Re and Wr . Improving QFT in both reading and writing are a key priority on the AIP for 2020-21</li> </ul>			

## PDBW

	What?	How?	Cost	Impact?
<p><b>Objective:</b> Improve attendance of PP pupils, in particular PA</p>				
<p><b>Behaviour and Attendance</b></p> <p>Attendance remains a priority. Persistently absent pupils continue to be our primary focus.</p>				
<p>Decreased PP PA % throughout academy</p>	<p>Autumn 1 2019 PP PA = 15% which is 1.5% lower than the national average which stands at 16.50% PP average attendance currently stands at 94.17% which is slightly lower than the national average of 94.30% at 94.17% which is a difference of 0.13</p>	<p>Employ a dedicated non-teaching PDBW lead to drive standards across all aspects of this area.</p> <p>Monitor attendance of all PP children with weekly checks in order to implement quick action where necessary &amp; ensuring an understanding of why children don't attend.</p> <p>The attendance of disadvantaged children is rigorously tracked &amp; off track pupils are identified early.</p> <p>Support is given to the families initially through an attendance meeting which may lead to an EHAF, TAF, CPP being put in place.</p>		<p>Pupil Premium PA % (over 5) in Spring before lockdown was 16.2% (average 16.5%)</p>
<p><b>Objective:</b> To increase opportunities for our disadvantaged (FSM6) cohort in order for them to access high aspirations</p>				

Provide disadvantaged pupils with increased cultural capital	Aspirations Questionnaire October 2018 (185 responses: 37% jobs required a level of formal qualification, e.g. doctor, vet, policeman, firefighter, 63% required no formal level of qualification, or were linked to sport or fantasy (superheroes).	Establish links with Nottingham university to access their Aspirations projects  Cost of trips to ensure that this is not a barrier to their access to the curriculum. Through pupil dialogues it will be clear that pupils' aspirations will increase and they will be more knowledgeable about the idea of a career path. A lack of money will not be the barrier to stopping PP pupils accessing enrichment activities, such as trips and residential trips	£500	Discontinued due to Covid 19
Residential trip/day trips across yr groups	YHA in Derbyshire Y4 and Y5 – 37% PP pupils.	Reduced rate for PP children attending the residential.	£1,500	4 x Y4 PP pupils £174  2 x Y5 PP pupils £140  Children gained: - experience of being away from home - experience of a variety of outdoor activities - opportunity to work in teams to complete set tasks
<b>Review</b>	<ul style="list-style-type: none"> <li>- Attendance remains a priority, particularly with the impact of Covid 19</li> <li>- The profile of attendance needs to be raised with the whole academy community</li> <li>- Educational visits to continue as soon as possible with all children able to access</li> </ul>			