

# Pupil Premium Strategy and Impact Statement

1. Summary information					
School	The Leys, Stevenage				
Financial Year	2019 - 20	Total PP budget (2019-2020)	£164,580,	Date of most recent PP Review	June 2017
Total number of pupils	369 (Y1-6)	Number of pupils eligible for PP	109 (YR1-6) 30%	Date for next internal review of this strategy	Spring 2020

2. Current Whole School Attainment		
Autumn 2019-2020	Pupils eligible for PP (This school)	Pupils not eligible for PP (This school)
% achieving and working towards EXS reading	76%	87.4%
% achieving GDs reading	23.1%	37.5%
% achieving and working towards EXS writing	74%	80.8%
% achieving GDs writing	18.3%	30.3%
% achieving and working towards EXS maths	73.1%	83.6%
% achieving GDs maths	20.2%	30.1%
% achieving and working towards EXS reading/writing/maths combined	63.2.%	76%
% achieving and working towards GDs reading/writing/maths combined	13.2.%	21.4%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
A.	Self perception/self esteem
B.	Resilience
C.	Lack of life experiences
D.	Difficulty in concentration
E.	Mobility
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	

<b>D.</b>	Attendance	
<b>E.</b>	Parental support to consolidate work in school	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To ensure most PPG pupils pass the Phonics Screening Test in Year 1.	All PPG pupils are provided with high quality daily phonic sessions to increase the likelihood of passing in May 2020. 80% PPG children pass the phonics screening in Year 1 (10 pupils)
<b>B.</b>	To increase the proportion of PPG pupils securing expected standards in Writing across KS1 and KS2. To ensure that SEND PPG pupils make good progress in writing across KS1 and 2.	To diminish the difference between PPG children and Non- PPG children working at expected standards in writing across the school.
<b>C.</b>	To narrow the gap between PPG and non- PPG at each end point within the school. To increase the proportion of PPG children making good or better progress in Reading, Writing and Maths combined across KS1/2 .  To ensure that SEND PPG pupils make good progress in Reading, Maths and Writing across KS1 and 2.	To see a significant difference in PPG children making good or better progress in RWM across the school in comparison to 2018-2019.
<b>D.</b>	To increase the rate of attendance for those eligible for PPG	To increase the rate of attendance for PPG pupils by 1% in comparison to 2018-2019.
<b>E.</b>	To give targeted social and emotional support to those eligible for the PPG and their families.	The aspirations, confidence and self-esteem of eligible pupils and their families will increase. This will be evidenced through pupil and parental voice.
<b>F.</b>	To provide additional extra-curricular opportunities for PPG children.	Figures of PP children attending out of school clubs is in line with that of non PP children. Where identified children have had opportunities to widen their experiences and this is reflected in the progress made in the classroom

## 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

To narrow the attainment gap between disadvantaged and non-disadvantaged children. As a school we aim high in ensuring that pupils make good progress. However, historically levels of attainment are lower for FSM pupils (those eligible for free school meals) and Ever 6 pupils – this is also a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress. Many children start school with low attainment on entry and our aim is to ensure that they make accelerated progress in order to reach age related expectations + as they move through the school.

**Rational:** <https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>

**Research carried out by the Sutton Trust (teaching and learning toolkit) shows that:**

- Early intervention - children make +5 months progress.
- Feedback and marking – children make +8 months progress.
- Metacognition and self-regulation – children make +8 months progress
- 1:1 tuition – children make +5 months progress
- Phonics – children make +4 months progress
- Reducing class sizes – children make +3 months progress
- Extending school time – children make +2 months progress
- Mastery learning – children make +5 months

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?
To ensure most PPG pupils pass the Phonics Screening Test in Year 1.	<p>This year we will be working with the Literacy Hub and using a new approach to teaching phonics.</p> <p>Setting</p> <p>Focused grouping</p> <p>Quality first teaching</p> <p>Booster groups</p> <p>Staff training</p> <p>Early morning intervention</p>	<p>The phonics sessions will be directly linked to guided reading using a new scheme of books. The books use less tricky words enabling pupils to gain fluency and pace. The sound/ objectives in the phonics sessions will then be reinforced in a guided reading group.</p> <p>Setting and focused grouping will allow highly targeted quality first teaching with a strong emphasis on differentiation and addressing areas of misconception.</p> <p>Small group teaching and early intervention for identified children will allow for highly targeted support to address and support areas of misconception and allow the children the opportunity to consolidate their learning.</p>	<p>The new system will be managed and monitored by the reading lead- also supported by the Literacy Hub - they will carry out an audit, training for staff and an evaluation.</p> <p>Half-termly screening of phonics progress. Provision closely monitored. Reading and KS1 Leader will meet with Year 1 Staff regarding groupings and planning for phonics.</p> <p>Observations of phonics teaching.</p>	DK SL MD	Termly at pupil progress meetings

			Phonics data will be discussed at Pupil Progress Meetings, termly.		
<p>To increase the proportion of PPG pupils securing expected standards in Writing across KS1 and KS2.</p>	<p>Diminishing the difference approach will be implemented this year with a writing focus with PP.</p> <p>All PP learning mentors will be given PP and writing as a focus in their appraisal.</p> <p>All Middle attainers and those who are not on track will working with PP learning mentors. This group of pupils will be a focus in all progress meetings.</p> <p>Focused grouping</p> <p>Quality first teaching</p> <p>Writing conferencing</p> <p>Staff training</p> <p>Immediate feedback and next step marking</p> <p>Focused GPS and Handwriting sessions</p>	<p>Data analysis shows that increasing the number of children making expected standards in writing is a whole school target. Focusing on children eligible for the PPG will ensure that they are given every opportunity to achieve in-line with their peers.</p> <p>Creating focused/ target groups will allow highly targeted quality first teaching with a strong emphasis on differentiation and the achievement of personal targets.</p> <p>Writing conferencing will allow children to explore writing in even greater depth and address any areas of misconception rapidly. Immediate feedback and marking allows children to make accelerated progress.</p> <p>Handwriting practise will allow the children to become confident and fluid writers which will enable them to produce more substantial outcomes comfortably.</p> <p>GPS will boost grammar knowledge and spelling ability leading to higher quality outcomes within the pupils' writing. Moderation across year groups, key stages and with colleagues from other settings ensures that teacher judgements are rigorous and robust.</p>	<p>Books will be monitored by the Writing and PP lead.</p> <p>KS2 will work a Herts consultant to moderate progress in writing.</p> <p>On-going training for all staff</p> <p>Pupil Progress Meetings</p> <p>Teacher and TA observations</p> <p>Planning monitoring</p> <p>Book scrutiny</p> <p>Intervention groups data monitored half-termly</p>	<p>DK</p> <p>Team leaders</p>	<p>Termly at pupil progress meetings</p>
<p>To narrow the gap between PPG and non-PPG at each end point within the school</p> <p>To increase the proportion of PPG children making</p>	<p>Diminishing the difference approach will be implemented this year with a RWN focus with PP.</p> <p>Books and attainment will be viewed regularly to track progress.</p> <p>Target and focused small group teaching.</p> <p>Quality first teaching</p>	<p>Through targeted interventions we are working to eliminate barriers to learning and progress. The diminishing the difference project will allow teachers to identify and remove barriers to learning and further progress.</p> <p>Carefully targeted children will attend interventions to fill gaps in their knowledge and allow them to make rapid progress.</p> <p>Data analysis shows that increasing the number of children making expected standards</p>	<p>Books will be monitored by the Writing and PP lead.</p> <p>KS2 will work a Herts consultant to moderate progress in writing.</p> <p>In progress meetings we will assess which pupils are not track - further interventions will be put in place.</p> <p>On-going training for all staff</p>	<p>DK</p> <p>Team leaders</p>	<p>Termly at pupil progress meetings</p>

<p>good or better progress in Reading, Writing and Maths combined across KS1 &amp; 2 and GLD in EYFS</p>	<p>Staff training</p> <p>Immediate feedback and next step marking</p> <p>In the EYFS a part time pupil premium teacher has been employed in the spring term to support the learning, progress and accelerate the attainment of disadvantaged pupils through support in class and through individualised provision.</p>	<p>in Reading, Writing and Maths is a whole school target. Focusing on children eligible for the PPG will ensure that they are given every opportunity to achieve in-line with their peers.</p>	<p>Small groups data monitored half-termly</p> <p>Pupil Progress Meetings</p> <p>Teacher and TA observations</p> <p>Planning monitoring</p> <p>Book scrutiny</p> <p>Intervention groups data monitored half-termly</p>		
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## ii. Targeted support

We have employed 3 pupil premium mentors who will work with children across the school on a 1:1 basis or in small groups to support with their next steps, addressing their feedback and marking effectively, developing metacognitive skills and addressing gaps within children' knowledge for core skills.

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?
<p>To increase the rate of attendance for those eligible for PPG</p>	<p>To work with vulnerable families and focus on reducing persistent absenteeism and secure overall attendance which remains at least in line with National Average.</p> <p>Regular monitoring Attendance letters Meetings with parents Liaison with Attendance Officer Rewards and praise – attendance celebrated weekly and termly in school through assembly and attendance board and with parents via website and social media</p> <p>Breakfast club</p>	<p>Attendance rates for pupils eligible for PPG are currently 96.2% which is slightly lower than % rate for pupils not eligible for the PPG. This reduces their school hours and affects their progress and attainment.</p> <p><b>Rational:</b> DfE 'Improving attendance at school states that "The evidence shows that children with poor attendance are unlikely to succeed academically and they are more likely not to be in education, employment or training (NEET) when they leave school." Also the following: "There is a clear link between poor attendance at school and lower academic achievement." Historically the attendance of PPG pupils is not as strong as their peers. Embracing a range of strategies will allow us</p>	<p>Attendance is closely monitored by the Head and Deputy Head. The attendance team meet each half term to discuss the attendance of PPG pupils and whether any special measures need to be put into place to support children or their families.</p> <p>1) 3 pupil premium mentors are employed who as part of their role monitors and encourages the attendance of children whose attendance is below the schools expected %. Pupil voice is gathered regarding children's attitudes towards attending school and this is monitored termly.</p>	<p>Attendance team</p> <p>LH</p> <p>DK</p>	<p>In half termly Attendance meetings with the Attendance School team</p>

	<p>KS1 mentor to support Punctuality &amp; Attendance</p> <p>LKS2 mentor to support Punctuality &amp; Attendance</p> <p>UKS2 mentor to support Punctuality &amp; Attendance</p> <p>End of term attendance and punctuality reward</p>	<p>to target the variety of issues that can impact on attendance.</p> <p>Regular monitoring will allow us to identify children quickly and begin to work with parents by opening up communication between school and home.</p> <p>Working closely with our Attendance Officer will ensure that we are following all possible avenues to develop and support the good or better attendance of all children.</p> <p>Using our attendance policy rewards encourages the children to take responsibility for their own attendance and timekeeping. This allows the children to begin to develop good habits for life.</p>	<p>2) Pupils attendance is continuously monitored and the pupil wellbeing team meet twice every half term to monitor the attendance and punctuality of individuals and plan for further actions required.</p> <p>3) The Pupil Premium coordinator works closely with families of children who persistently have below expected % of attendance to provide support and monitor the attendance closely.</p>		
Speaking and Language teaching assistant	The S&L assistant will run 1:1 individualised programmes for targeted PP with speech and language challenges.	Providing early intervention support in the early years to accelerate the progress that the children make with the communication and language development	A timetable of sessions will be created along a tailored program for each child. Speaking and language skills will be assessed by the class teacher in pupil progress meetings	PP Lead SEND Lead	Termly at pupil progress meetings
KS1	The KS1 Learning Mentor will target pupils who are not on track in regards to their predicted attainment levels or are not making sufficient progress each term. These pupils are selected and further discussed in progress meetings. In KS1 the learning mentor supports Year 2 for one hour each morning. She also delivers focused guided reading Number fluency sessions and Writing conferencing workshops. For one afternoon, the learning mentor reads with each PP to further accelerate progress.	Setting and focused grouping will allow highly targeted quality first teaching with a strong emphasis on differentiation and the achievement of personal targets.	Each mentor will have a structured timetable for the session to deliver. They will also analyse progress using the provision maps. Each mentor will have selected pupils noted in their appraisal- which will be discussed in reference to progress and attainment at 2 points in the year.	PP Lead Team Leader	Termly at pupil progress meetings

LKS2 PPG Mentor	In Year 3/4, the learning mentor is supporting the learning of target pupils in class for writing, she delivered a small group maths session daily and focused guided reading groups  In the afternoon the learning mentor delivers writing conferencing, maths- pre teaching and guided reading sessions	Through previous data we have found that Pupil Premium mentor have raised children's attainment through whole class, small group and 1:1 support	Each mentor will have a structured timetable for the session to deliver. They will also analyse progress using the provision maps. Each mentor will have selected pupils noted in their appraisal- which will be discussed in reference to progress and attainment at 2 points in the year.	PP Lead  Team Leader	Termly at pupil progress meetings
UKS2 PPG Mentor	The learning mentor support progress in PPG in reading, writing and maths in both Year 5 and 6. She is running a range of interventions throughout the day to boost progress in reading, writing and maths.	Through previous data we have found that Pupil Premium mentor have raised children's attainment through whole class, small group and 1:1 support	Each mentor will have a structured timetable for the session to deliver. They will also analyse progress using the provision maps. Each mentor will have selected pupils noted in their appraisal- which will be discussed in reference to progress and attainment at 2 points in the year.	PP Lead  Team Leader	Termly at pupil progress meetings
Year 6 Tutoring	1:3 Tuition This year we have started our small group tutoring session earlier (late September) to ensure all PPG complete at least one 10 session cycle before SATs week in May.	Providing small group tuition for Yr 6 children needing additional support as well as for other underperforming children in KS2.	At the progress meeting we will discuss the progress and attainment of each selected pupil. We will discuss whether tutoring has had an impact and all future decisions will be made in reference to progress.	PP Lead  Team Leader	Termly at pupil progress meetings

### iii. Other approaches

The school employs a full time Family Worker, who supports vulnerable families and children in school. The Family worker is part of the safeguarding team. We recognise that many of our vulnerable and pupil premium children require counselling during their primary years. We buy in this specialist service from Herts For Learning. We want to hear about the children's feelings regarding their school experience and their self-esteem. All KS1 and KS2 children take part in an online survey called PASS (pupils attitudes to self and school) at the beginning and end of the academic year to see if their attitudes towards school and themselves have improved. Interventions are available to support children if required.

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?
To give targeted	Family Liaison Worker to provide targeted and bespoke support to	The School Family Liaison Worker has an integral role within the home/school relationship. She	The School Liaison Family Advisor is line- managed by the Deputy Head.	PP Lead	Weekly Wellbeing meetings

<p>social and emotional support to those eligible for the PPG and their families</p>	<p>children and families.</p> <p>Counselling in Schools Service (outside agency)</p>	<p>is well placed to reach out to the families of vulnerable children to offer targeted support and can create bespoke support packages for the family with a holistic approach. Developing the role of the School Family Advisor will offer a greater range of expertise to her repertoire for the benefit of the pupils and their families. Developing the School Family Advisor's understanding of outside agencies will enable her to make referrals more rapidly which will increase the impact of intervention for children and families.</p> <p><b>Rational:</b>  <a href="https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit</a>  Research carried out by the Sutton Trust (teaching and learning toolkit) shows that:  Parental Involvement – children make +3 months progress  Social and emotional learning – children make +4 months progress  Behaviour Interventions – children make +4 months progress</p> <p>Research evidence shows that education and health are closely linked. So promoting the health and wellbeing of pupils and students within schools has the potential to improve their educational outcomes and their health and wellbeing outcomes.</p>	<p>Targets will reflect the need within her work to support the families of the most vulnerable children. The PPG lead will meet regularly with the School Family Advisor to develop packages of support for vulnerable families and ensure joined up thinking across all school staff.</p> <p>Pupil and Parent Voice will be collected to demonstrate impact.</p>		<p>Termly at pupil progress meetings</p>
<p>To provide additional extra-curricular opportunities for PPG children.</p>	<p>PE team and Learning Mentors to have contracted club time within their working day.</p> <p>Subsidised travel expenses and costs for residential trips offered to PPG children to increase uptake in adventurous opportunities.</p> <p>Subsidising cost of residential trip  -Manor Adventure Y6  -Wymondley Wood Y4</p>	<p>We are aware of the difference in extra-curricular opportunities between our PPG pupils and their peers and the effect that this can have on their future opportunities. To help facilitate a range of opportunities to be available for our vulnerable pupils we feel it is important to motivate staff to develop a wide range of activities that can be offered to all age groups. Adding extra-curricular activities into our staffing budget demonstrates the high importance that we place on the delivery of high quality opportunities.</p>	<p>The provision of clubs to PPG children and their attendance will be closely monitored by the PPG lead and learning mentors. PPG Pupil and Parent Voice will be collated and feedback followed up on by the PPG Lead.</p>	<p>PP Lead</p>	<p>Pupil voice and Attendance at clubs and trips</p>

	<p>-Weekly swimming fees Y4</p> <p>Subsidising voluntary contribution for school trips YR- 6</p> <p>Running a weekly after school 'KAT' club available to all disadvantaged pupils.</p>	<p>Contributing to the cost of the Year 6 residential trip so that all disadvantaged pupils have the opportunity to attend.</p> <p>Contributing to the cost of the Year 4 overnight trip to Wymondley Wood so that all disadvantaged pupils have the opportunity to attend.</p> <p>Contributing to the cost of the Year 4 weekly swimming lessons so that all disadvantaged pupils have the opportunity to attend.</p> <p>All pupil premium children have the opportunity to attend an after school KAT club.</p> <p><b>Rational:</b> When OFSTED make a judgement whether a school is good or outstanding they are looking to see if “ Enrichment activities are varied and have a high take up across most groups of pupils.” “It provides ‘memorable experiences’. Ofsted’s survey evidence indicates that when pupils remember ‘exciting events’, they recall the learning deeply as well. “</p>			
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6. Review of expenditure			
Academic Year		2019– 2020 Autumn Spring Summer	
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
To ensure most PPG pupils pass the Phonics Screening Test in Year 1.	<p>Focused grouping</p> <p>Quality first teaching</p> <p>Booster groups</p> <p>Staff training</p> <p>Early morning intervention with PPG</p>	<p>Currently we are predicting that 5 out of 10 PP (50 %) will pass their phonics testing in Summer Term. One pupil (SEND ) has hearing difficulties and is involved in Speech and Language development. The other PP will be targeted in provisions.</p> <p>Year 1 phonics predictions are currently 67% (including PPG) Y2= 14%</p> <p>Small Phonics group Out of my 7 children, 5 passed the phase 3/4 assessment and will be moving onto phase 5 next term. 1 PP failed and will be repeating phase 3 in another group.</p> <p>We are still predicting that 5 out of 10 PP (50 %) would have passed the phonics testing- due to CV testing will not take place in June 2020.</p>	<p>New provisions in January to be set up with a focus on 5 pupils who are not yet on track to pass their phonics screening.</p> <p>Due to CV- school closures all actions/ approaches will be reassessed once the school fully reopens.</p>
To increase the proportion of PPG pupils securing expected standards in Writing across KS1 and KS2.	<p>Diminishing the difference project across the school.</p>	<p>Autumn data shows that 46% of PP are at EXS, whereas 59% of non PP are at EXS (whole school at 55%). Previous Autumn data 2018 shows that 41% of PP were at EXS.</p> <p>All underperforming PP pupils are being tracked and provisions are in place.</p> <p>Spring data shows that 56% of PP are at EXS, whereas 65% of non PP are at EXS (whole school at 62 %). A 10% increase indicates approaches are working but more impact is needed to achieve 60% and beyond. Previous Spring data 2019 shows that 43.9 % of PP were at EXS. Spring Progress report in writing shows that Disadvantaged pupils are making positive progress in Year 1,3, 5 and 6. In Year 1 -8/9 pupils have made good progress, with 5 pupils working at the expected standards. In Year 2-8/10 pupils have made good progress, 5 pupils who have made accelerated progress, with 7 pupils working at the expected standards and 2 pupils working at the higher standards. In Year 3- 19/21 pupils have made good progress,5 pupils who have made accelerated progress, 6 pupils are at the</p>	<p>We will continue with this approach with a view to narrow the gap between PP and non PP next term.</p> <p>More time will be allocated to staff to review Diminishing the difference project.</p>

		<p>expected standards and 3 working at greater standards. In Year 4-14/19 pupils have made good progress with 1 pupil who has made accelerated progress. 8 pupils are at expected standards and 4 working at greater standards, In Year 5-25/27 pupils have made good progress with 5 pupils who have made accelerated progress. 18 pupils are at expected standards and 3 working at greater standards. In Year 6- 18/20 pupils have made good progress with 11 pupils who have made accelerated progress. 14 pupils achieved the expected standards, with 7 achieving the greater standards.</p>	
<p>To narrow the gap between PPG and non- PPG at each end point within the school</p> <p>To increase the proportion of PPG children making good or better progress in Reading, Writing and Maths combined across KS1/2 .</p> <p>To ensure that SEND PPG pupils make good progress in Reading, Maths and Writing across KS1 and 2.</p>	<p>Books and attainment will be viewed regularly to track progress.</p> <p>Target and focused small group teaching.</p> <p>Quality first teaching</p> <p>Staff training</p> <p>Immediate feedback and next step marking</p>	<p>Autumn data shows that 40% of PP are at EXS, whereas 53% of non PP are at EXS (whole school at 49%).  Previous Autumn data 2018 shows that 33% of PP were at EXS.  There is still a significant gap for GDs for Reading, Writing and Maths combined.</p> <p>In Y1- there is 1 PP SEND pupil who had made good progress in Writing and Maths. Reading is still a challenge due to hearing difficulties.</p> <p>In Y 2- there are 2 PP SEND pupils, one has made accelerated progress in Reading and good progress in Writing and Maths. the second pupils has not made progress in all subjects.</p> <p>In Y3- there are 12 PP SEND pupils- all have made good progress for all subjects except for 2 pupils.</p> <p>In Y4- there are 5 PP SEND pupils; one pupil has made accelerated progress in Writing and Maths and good in Reading. One pupil has made good progress in Reading, Writing but not in Maths. One pupil is new to the school and one pupils is part of PSB- showing that 3 pupils have not made progress in all subjects.</p> <p>In Y5- there 12 PP SEND pupils, 2 pupils have not made good progress in Maths and one pupil for Writing. 2 pupils have made accelerated progress in all subjects, others have made good progress for all subjects.</p> <p>In Y6- there are 8 PP SEND pupils, 3 pupils have made accelerated progress in writing, 2 have made accelerated progress in Maths and Reading. One pupils has not made good progress in Maths, Writing and 2 have not made good progress in Reading.</p> <p>Spring data show that 44.3% of PP are at EXS, whereas 59.5% of non PP are at EXS (whole school at 55.2%). The gap has narrowed since Spring 2019- only 38% of PP were at EXS. Data analysis of RWM shows that PP SEND have widen the gap due to progress rates compared to non-PP</p> <p><b>Year 6- Spring data of PP</b> Reading 17/20 pupils have made good progress with 11 pupils who have made accelerated progress. 16 pupils achieved the expected standards, with 7 achieving the greater standards. Writing 18/20 pupils have made good progress with 11 pupils who have made accelerated progress. 14 pupils achieved the expected standards, with 7 achieving the greater standards. Maths 20/20 pupils have made good progress with 11 pupils who have made accelerated progress. 15 pupils achieved the expected standards, with 5 achieving the greater standards.</p>	<p>Further targeted provisions are needed. We will now relocated TAs to work in year 2 and Year 6 for afternoon provisions.</p> <p>Writing moderation in January will enable teachers to plan more effective lessons based on gaps evident in pupils writing.</p> <p>Current provisions for Year 2 PP and PP SEND across the school need to be evaluated as accelerated progress is needed to close the gap</p> <p>Due to CV- school closures all actions/ approaches will be reassessed once the school fully reopens.</p>

		<p><b>RWM Attainment analysis against non PP show:</b> Disadvantaged pupils working at age related expectations. No gap between disadvantaged and non-disadvantaged pupils.</p> <p><b>RWM Progress analysis against non PP show:</b> Disadvantaged pupils are making positive progress</p> <p><b>Year 2- Spring data of PP</b> Reading 8/10 pupils have made good progress, 2 pupils who have made accelerated progress. 8 pupils working at the expected standards and 2 pupils working at the higher standards. For Writing 8/10 pupils have made good progress, 5 pupils who have made accelerated progress, with 7 pupils working at the expected standards and 2 pupils working at the higher standards. For Maths 8/10 pupils have made good progress, 4 pupils who have made accelerated progress. 7 pupils working at the expected standards and 1 pupil working at the higher standards.</p> <p><b>RWM Attainment analysis against non PP show:</b></p> <p>Disadvantaged pupils working towards age related. Non disadvantaged pupils working <b>at age related</b>. Gap needs to close.</p>	
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**ii. Targeted support**

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>To increase the rate of attendance for those eligible for PPG</p>	<p>KS1 mentor to support Punctuality &amp; Attendance</p> <p>LKS2 mentor to support Punctuality &amp; Attendance</p> <p>UKS2 mentor to support Punctuality &amp; Attendance</p> <p>End of term attendance and punctuality reward</p> <p>Breakfast club</p>	<p>The current PP attendance for PP is 95.1 last year PP attendance was 94.7.</p> <p><b>KS1:</b> 8 children achieved an attendance figure of greater than 95%, 3 were below. (I monitor 5 pp children and 4 achieved greater than 95%, 1 below)</p> <p><b>LKS2</b> I have been monitoring on average 13 children per week on their attendance and punctuality. 10 out of 13 are above 90% with seven of those above 95% and two on 100%. The children who have not made 95% tend to be ones that have consistent days off on a regular basis. The 3 children who are not above 90%- these 2 families are involved with other agencies and are working with head.</p> <p><b>Breakfast Club report</b> For breakfast club since September, 9 children were attending breakfast club. On average, most children attended everyday with the recent exception of one child who has missed 19 days out of 59. All the children have made great improvements in their punctuality and attendance since being with this club.</p> <p><b>UKS2</b> This term (Autumn 2019) I have been monitoring 15 UKS2 children for their attendance and punctuality. At the end of this term (as on 13/12/19), 7 children have shown good consistent</p>	<p>Good progress is evident from past year. Current provisions will continue in the spring term.</p> <p>Due to CV- school closures all actions/ approaches will be reassessed once the school fully reopens.</p>

		<p>progress and 2/7 children have shown significant improvement in attendance. Also,3 children have achieved 95% and above and 1 has 100%</p>	
<p>Speaking and Language teaching assistant</p>	<p>The S&amp;L assistant will run 1:1 individualised programmes for targeted PP with speech and language challenges.</p>	<p>In KS2 one pupil has made good progress; they now complete their sentences and speak to a range of staff and peers. Further cohesion is needed. Another pupil has made progress in his phonological awareness but struggles with pronunciation and correct formation of the mouth whilst pronouncing certain phonemes.A lack of progress is evident in one pupil due to process skills and memory issues.</p> <p>Due to CV school closure Attendance data could not be used for analysis.</p>	<p>Due to CV- school closures all actions/ approaches will be reassessed once the school fully reopens.</p>

<p>KS1 PPG Mentor to raise attainment and progress in target year groups.</p>	<p>The KS1 Learning Mentor will target pupils who are not on track in regards to their predicted attainment levels or are not making sufficient progress each term. These pupils are selected and further discussed in progress meetings.</p> <p>In KS1 the learning mentor supports Year 2 for one hour each morning. She also delivers focused guided reading Number fluency sessions and Writing conferencing workshops. For one afternoon, the learning mentor reads with each PP to further accelerate progress.</p>	<p><b>Year 1</b></p> <p>Reading- 9/9 pupils have made good progress, 1 pupil have made accelerated progress, with 6 pupils working at the expected standards and 1 pupils working at the higher standards.</p> <p>Writing- 9/9 pupils have made good progress, 7 pupils working at the expected standards.</p> <p>Maths- 9/9 pupils have made good progress, 1 pupil have made accelerated progress . 7 pupils working at the expected standards and 1 pupils working at the higher standards.</p> <p><b>Year 2</b></p> <p>Reading- 9/11 pupils have made good progress, with 7 pupils working at the expected standards and 2 pupils working at the higher standards.</p> <p>Writing- 9/11 pupils have made good progress, 2 pupils who have made accelerated progress, with 4 pupils working at the expected standards and 1 pupil working at the higher standards..</p> <p>Maths- 6/11 pupils have made good progress with 6 pupils working at the expected standards.</p> <p><b>Year 1</b></p> <p>Reading- 8/9 pupils have made good progress, with 4 pupils working at the expected standards and 2 pupils working at the higher standards.</p> <p>Writing- 8/9 pupils have made good progress, with 5 pupils working at the expected standards</p> <p>Maths- 9/9 pupils have made good progress with 6 pupils working at the expected standards and 1 pupil working at the higher standards.</p> <p><b>Year 2</b></p> <p>Reading 8/10 pupils have made good progress, 2 pupils who have made accelerated progress. 8 pupils working at the expected standards and 2 pupils working at the higher standards.</p> <p>For Writing 8/10 pupils have made good progress, 5 pupils who have made accelerated progress, with 7 pupils working at the expected standards and 2 pupils working at the higher standards.</p> <p>For Maths 8/10 pupils have made good progress, 4 pupils who have made accelerated progress. 7 pupils working at the expected standards and 1 pupil working at the higher standards.</p>	<p>Timetables of PPG mentors have now been adjusted to target pupils who lack progress or are not on track to make good progress/ expected attainment from EYFS/KS1.</p> <p>Due to CV- school closures all actions/ approaches will be reassessed once the school fully reopens.</p>
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<p>LKS2 PPG Mentor to raise attainment and progress in target year groups.</p>	<p>In Year 3/4, the learning mentor is supporting the learning of target pupils in class for writing, she delivered a small group maths session daily and focused guided reading groups</p> <p>In the afternoon the learning mentor delivers writing conferencing, maths-pre teaching and guided reading sessions</p>	<p><b>Year 3</b></p> <p>Reading 20/21 have made good progress, 9 pupils are at the expected standards and 2 working at greater standards.</p> <p>Writing 19/21 have made good progress, 9 pupils are at the expected standards and 1 working at greater standards.</p> <p>Maths 20/21 have made good progress, 9 pupils are at the expected standards and 1 working at greater standards.</p> <p><b>Year 4</b></p> <p>Reading 16/20 have made good progress, 12 pupils are at the expected standards and 4 working at greater standards.</p> <p>Writing 17/20 have made good progress with 3 pupils who have made accelerated progress, 9 pupils are at the expected standards and 1 working at greater standards.</p> <p>Maths 11/20 have made good progress, with 1 pupils who have made accelerated progress, 10 pupils are at the expected standards and 4 working at greater standards.</p> <p><b>Year 3</b></p> <p>Reading 18/21 pupils have made good progress, 5 pupils who have made accelerated progress, 9 pupils are at the expected standards and 4 are working at greater standards. Writing 19/21 pupils have made good progress, 5 pupils who have made accelerated progress, 6 pupils are at the expected standards and 3 working at greater standards. Maths 18/21 pupils have made good progress, 6 pupils who have made accelerated progress, 9 pupils are at the expected standards and 3 working at greater standards.</p> <p><b>Year 4</b></p> <p>Reading 15/19 pupils have made good progress with 3 pupils who have made accelerated progress. 12 pupils are at expected standards and 4 working at greater standards. Writing 14/19 pupils have made good progress with 1 pupil who has made accelerated progress. 8 pupils are at expected standards and 4 working at greater standards. Maths 15/19 pupils have made good progress, with 5 pupils who have made accelerated progress. 10 pupils are at expected standards and 6 working at greater standards.</p>	<p>Timetables of PPG mentors have now been adjusted to target pupils who lack progress or are not on track to make good progress/ expected attainment from EYFS/KS1.</p> <p>Due to CV- school closures all actions/ approaches will be reassessed once the school fully reopens.</p>
<p>UKS2 PPG Mentor to raise attainment and progress in target year groups</p>	<p>The learning mentor support progress in PPG in reading, writing and maths in both Year 5 and 6. She is running a range of interventions throughout the day to boost progress in reading, writing and maths.</p>	<p><b>Year 5</b></p> <p>Reading 27/28 pupils have made good progress with 1 pupils who have made accelerated progress. 15 pupils are at expected standards and 5 working at greater standards.</p>	<p>Timetables of PPG mentors have now been adjusted to target pupils who lack progress or are not on track to make good progress/</p>

		<p>Writing 23/28 pupils have made good progress with 4 pupils who have made accelerated progress. 8 pupils are at expected standards and 3 working at greater standards.</p> <p>Maths 21/28 pupils have made good progress with 4 pupils who have made accelerated progress. 13 pupils are at expected standards and 5 working at greater standards.</p> <p><b>Year 6</b></p> <p>Reading 19/21 pupils have made good progress with 5 pupils who have made accelerated progress. 11 pupils are at expected standards and 2 working at greater standards.</p> <p>Writing 20/21 pupils have made good progress with 8 pupils who have made accelerated progress. 11 pupils are at expected standards and 2 working at greater standards.</p> <p>Maths 18/21 pupils have made good progress with 7 pupils who have made accelerated progress. 10 pupils are at expected standards and 4 working at greater standards.</p> <p><b>Year 5</b></p> <p>Reading 26/27 pupils have made good progress with 1 pupil who has made accelerated progress. 15 pupils are at expected standards and 5 working at greater standards.</p> <p>Writing 25 /27 pupils have made good progress with 5 pupils who have made accelerated progress. 18 pupils are at expected standards and 3 working at greater standards.</p> <p>Maths 26/27 pupils have made good progress with 1 pupil who has made accelerated progress. 13 pupils are at expected standards and 5 working at greater standards.</p> <p><b>Year 6</b></p> <p>Reading 17/20 pupils have made good progress with 11 pupils who have made accelerated progress. 16 pupils achieved the expected standards, with 7 achieving the greater standards.</p> <p>Writing 18/20 pupils have made good progress with 11 pupils who have made accelerated progress. 14 pupils achieved the expected standards, with 7 achieving the greater standards.</p> <p>Maths 20/20 pupils have made good progress with 11 pupils who have made accelerated progress. 15 pupils achieved the expected standards, with 5 achieving the greater standards.</p>	<p>expected attainment from EYFS/KS1</p> <p>Due to CV- school closures all actions/ approaches will be reassessed once the school fully reopens.</p>
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Year 6 Tutoring to raise attainment and progress for Reading and Maths in Year 6.	1:3 Tuition This year we have started our small group tutoring session earlier (late September) to ensure all PPG complete at least one 10 session cycle before SATs week in May.	End of autumn term – 12 Yr 6 disadvantaged child is being tutored for either Reading and/or Maths. So far only had 10 tutoring sessions; pupils are reading questions more carefully, they are feeling more confident about maths and are coping better with time restrictions. All pupils have made good progress in either Reading and Maths. 5 pupils have made accelerated progress in Maths and 2 in Reading.	More tutoring groups will be created in order to further target pupils.
Year 5 Tutoring to raise attainment and progress for Reading and Maths for target pupils.	Year 5 1:3 Tuition -small group tutoring in Maths to secure Expected Standards	In Year 5 - 2 pupils were tutored for Reading and Maths- both have made good progress in Reading and are now at the expected standards. One pupil has made accelerated progress in Maths, the other has made good progress. They are both not yet at the expected standards.  Tutoring continued until CV School closure. Spring PP data show an increase in progress and attainment in Year 5 and Year 6.	Due to CV- school closures all actions/ approaches will be reassessed once the school fully reopens.

**iii. Other approaches**

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
To give targeted social and emotional support to those eligible for the PPG and their families	Family Liaison Worker to provide targeted and bespoke support to children and families.  Counselling in Schools Service (outside agency)	<p><u>INTERVENTIONS Counselling</u></p> <p>42 counselling sessions available during the term  3 pupils have taken part – 1 pupil is PPG  - 2 have received 14 sessions each  - 1 has received 13 sessions – 1 session absent sick  There are 10 pupils on the waiting list for input - 4 of these pupils are PPG</p> <p>School family worker-33 PPG families supported (with at least 2 or more inputs) – These families have 53 pupils between them.  Direct input work with 12 PPG pupils (mentoring, PB work, Anger management etc)  School Health-7 pupils are having input from school health service - 3 of these are PPG  ESC-2 PPG pupils (1 family) supported through ESC siblings project. 2 PPG pupils (1 family) supported through ESC siblings project  HCC Attendance team-1 PPG pupil supported  Hertfordshire Children's Services</p>	<p>The counselling sessions and support provided by the Family Liaison worker has benefitted pupils in a range of ways related to both mental and physical health.</p> <p>We will continue with targeted support of these pupils.</p> <p>Due to CV- school closures all actions/ approaches will be</p>

		<p>Child in Need plans-8 pupils from 5 families supported through plans – 5 pupils are PPG Intensive Family Support Team-12 PPG pupils have support from IFST (7 families) 0-25 together service-1 PPG pupil supported</p> <p>PP SOFT DATA SPRING 2020 (please note this information was written during CV lockdown and without necessary access to files)</p> <p><b>INTERVENTIONS Counselling</b></p> <p>36 counselling sessions available during the term through the contract- of these 3 were not facilitated due to restriction on visitors in school and 6 were unavailable due to school being closed.</p> <p>4 pupils have taken part – 3 of these pupils are PPG</p> <ul style="list-style-type: none"> <li>- 2 have received 8 sessions each</li> <li>- 1 pupil has received 9 sessions</li> <li>-1 pupil has had 1 session</li> <li>-2 sessions were unfilled due to pupil absence through sickness</li> </ul> <p>Since closure 2 pupils have had phone sessions with the counsellor (3 sessions in total to date) - with parental discussion &amp; approval</p> <p>There are 11 pupils on the waiting list for input - 8 of these pupils are PPG</p> <p>3 further pupils are receiving therapeutic input through the Stanmore Project (local NHS initiative) 2 of these pupils are PPG.</p> <p>2 pupils are having Drama therapy support through NESSIE - 1 pupil is PPG - NESSIE therapist is sending regular ecards to clients via school/parent contact.</p> <p>3 LAC pupils having play therapy.</p> <p><b>School family worker-</b> 33 PPG families supported (with at least 2 or more inputs) – These families have 53 pupils between them.</p> <p>Direct input work with 9 PPG pupils (mentoring, PB work, Anger management etc)</p> <p><b>School Health-</b> 5 pupils are having input from school health service - all 5 of these are PPG</p> <p><b>ESC-</b>2 PPG pupils (1 family) supported through ESC siblings project. 2 PPG pupils (1 family) supported through ESC siblings project - this was continuing &amp; ongoing prior to closure</p> <p><b>HCC Attendance team-</b>1 PPG pupil supported - ongoing &amp; continuing</p> <p><b>Hertfordshire Children's Services</b></p> <p>Child in Need plans-8 pupils from 4 families supported through plans – 6 pupils are PPG Intensive Family Support Team-8 PPG pupils have support from IFST (5 families) 0-25 together service-2 PPG pupil supported through 0-25 team</p>	<p>reassessed once the school fully reopens.</p>
<p>To provide additional extra-curricular opportunities for PPG children.</p>	<p>Subsidised travel expenses and costs for residential trips offered to PPG children to increase uptake in adventurous opportunities.</p> <p>-Subsidising cost of residential trip</p> <p>-Manor Adventure Y6</p>	<p>Each pupil premium receives a £10 subsidising funding offer from only one school trip throughout the school year.</p> <p>16 pupil premium children attended Manor Adventure in Nov '19 and have taken up the subsidising funding offer- £100 was subsidised off the total cost for each pupil.</p> <p>Each year 4 (20) pupil premium receives a termly £10 subsidising funding offer from termly swimming costs.</p>	<p>More PPG pupils are attending extra-curricular events. We will further continue with support these families by subsidising trips.</p>

	<p>-Wymondley Wood Y4          -Weekly swimming fees Y4          -Subsidising voluntary contribution for school trips YR- 6</p> <p>-Running a weekly after school 'KAT' club available to all disadvantaged pupils.</p>	<p><b>KAT Club-33</b> Children attend The KAT club : KS1- 4 chn; LKS2-13 chn and UKS2- 16 chn. The club has continued to be popular catering for both pupils social and academic needs. In the summer term, pupils have been able to access gardening skills to aid scientific knowledge and develop fine motor skills.</p> <p>All additional extra-curricular opportunities for PPG children continue until CV school closure.</p>	<p>Due to CV- school closures all actions/ approaches will be reassessed once the school fully reopens.</p>

**7. Additional detail**

Due to CV- school closures all actions/ approaches will be reassessed once the school reopens fully.