

2019/2020 Pupil Premium Review

Academic year 2019/2020				
Quality of teaching for all				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact
Accelerated progress in maths through consistent teaching	Implement a consistent and rigorous approach with White Rose Maths (focus on fluency and reasoning)	White Rose is a mastery approach to maths teaching. There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.	<ul style="list-style-type: none"> • Clear policy and progression adhered to by all staff • Sharing good practice • Pupil Perceptions • Termly in PPMs • Lesson dips • Book Looks 	<p>White Rose maths was beginning to be implemented as a school wide approach and its impact was beginning to be monitored by the maths lead.</p> <p>This monitoring will continue into 2020/2021.</p>
Accelerated progress in Maths for targeted pupils	To implement Maths interventions in line with outcomes of PPMs To trial Same Day Interventions	SDI is influenced by high-performing Shanghai schools, where teachers aim to address misconceptions as soon as they arise. It fits with existing toolkit evidence on feedback, mastery learning, teaching assistants and meta-cognition.	<ul style="list-style-type: none"> • Staff training – Marking and Feedback • Lesson dips • Book Looks • Pupil Perceptions • Staff Perceptions 	<p>This was beginning to take place in the Spring term following the last PPM meetings and was evidenced in some books.</p>
To ensure middle/high attainers make at least expected progress in Maths	Implement White Rose across the school Pre-teach new concepts Post teach misconceptions More able/Gifted PD	Analysis of ASP data shows that lower achievers (PAGS) are making progress well above national expectations. Higher and middle PAG groups are not maximising progress. Bespoke intervention will be offered to all pupils targeted to reach the scaled score of 110.	<ul style="list-style-type: none"> • Termly in PPMs • Lesson dips • Pupil Perceptions 	<p>The White Rose approach was starting to be used across the school. The progress of mathematicians at the end of KS2 and KS1 was not measurable due to the SATs not taking place because of school closures.</p>
To close the vocabulary gap for all disadvantaged pupils	Introduce a consistent reading approach where new vocabulary	EEF evidence suggests that disadvantaged pupils benefit for working with more able peers and on average,	<ul style="list-style-type: none"> • Lesson dips • Pupil Perception • PPMs 	<p>Children worked in mixed ability groupings across the school to enable peer on peer discussion.</p>

	<p>is pre-taught and explored</p> <p>Assemblies are used to teach new vocabulary through the planned themes</p> <p>Tweaks to practice:</p> <ul style="list-style-type: none"> • Watch/read and discuss news daily • School trips • Planned learning where pupils are exposed to rich language from their peers 	<p>reading comprehension approaches deliver an additional six months' progress</p>	<ul style="list-style-type: none"> • Book Looks 	<p>This will be continued next academic year.</p>
<p>Improve learning behaviours linked to emotional well-being across the school.</p>	<p>Roll out THRIVE to whole classes with a focus on engaging disadvantaged pupils with low academic resilience</p> <p>Additional training for staff as required</p> <p>Continue with THRIVE for targeted pupils 1:1</p>	<p>The THRIVE Approach draws on insights from the fields of neuroscience, attachment theory and child development to provide a powerful way of working with children that supports optimal social and emotional development.</p>	<ul style="list-style-type: none"> • Termly data reports • Reduction in behaviour colour changes • Classroom observations. <ul style="list-style-type: none"> • Termly data reports • Reduction in behaviour colour changes • Classroom Observations 	<p>Two members of staff were trained as Thrive Practitioners and began working with identified pupils. The whole school was assessed and weekly Thrive lessons were beginning to take place.</p> <p>This will continue as a priority next academic year.</p>

<p>Pupils have access to a range of high quality texts matched to their reading levels which facilitates fluency and consolidates phonic knowledge in the EYFS/KS1</p>	<p>Purchase books for EYFS/KS1</p> <p>Storytelling Lunches</p>	<ul style="list-style-type: none"> All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations The school has clear expectations of pupils' phonics progress term-by-term, from Reception to Year 2 The sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme. Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home <p>Exposure to high quality texts/listening to, sharing and discussing stories</p>	<ul style="list-style-type: none"> Lesson dips Pupil perception Data analysis shows that PP pupils are making expected or better progress <p>Pupils participate better in reading lessons</p> <p>Pupils make at least expected progress in reading</p>	<p>This did not take place due to school closure. Reading is a priority for the academic year 2020/2021 and a new Reading lead was appointed to lead this area of the school.</p>
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Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact
<p>Improve parent skills so they can better support their children</p>	<p>Calendar of engagement sessions based on SDP priorities</p> <p>PEEP</p> <p>Phonics</p> <p>Maths</p>	<p>The 20 week EEF PEEP project demonstrated that 100% attendance could be achieved. Outcomes were excellent for Reception pupils. Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes.</p>	<ul style="list-style-type: none"> SLT to devise timely programme based on SDP priorities, targeting key families where need is the greatest. Parent perceptions Increase in % of pupils making expected and better progress 	<p>PEEP sessions took place in the Autumn term.</p>

<p>Improved outcomes for EYFS disadvantaged pupils in all AOLs with a focus on the Prime goals and Literacy and Maths in the Early Years</p>	<p>PD – based on language, literacy and writing</p> <p>PD – Teaching Reading Comprehension Strategies</p> <p>PD – Best practice in early maths teaching</p> <p>Planning to meet needs of a language curriculum e.g. vocab focus during guided reading</p> <p>Deployment of additional Nursery Nurse</p>	<p>Early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes.</p> <p>Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.</p> <p>% of pupils at ARE is low on entry in Health and Self-Care and PSE</p>	<ul style="list-style-type: none"> • PD in EYFS for Early mathematical development • Adapting the curriculum to meet children's interests • Monitoring cycle to include: <ul style="list-style-type: none"> ➢ Learning walks ➢ Book scrutiny ➢ Pupil progress reviews ➢ Lesson monitoring • Progress of Nursery pupils • Data Analysis 	<p>The school appointed an extra member of support staff to work in the nursery and deliver Wordsmith interventions.</p>
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<p>A</p> <p>Pupils are ready to learn and prepared for the school day</p>	<p>Breakfast club - daily</p>	<p>The Education Endowment Foundation (EEF) suggest that, on average, pupils make two additional months' progress per year from extended school time and through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to + 3 months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers.</p> <p>The Education Endowment Foundation (EEF) suggests that, on average, behaviour interventions can produce +3 months improvements in academic performance along with a decrease in problematic behaviours.</p>	<p>Behaviour records Staff perceptions Pupil Perceptions</p>	<p>Breakfast club took place up to school closure as did Lunch Bunch</p>
<p>A</p> <p>Vulnerable pupils feel safe and are ready to learn in the afternoon</p>	<p>Lunch Bunch</p>		<p>Behaviour records Staff perceptions – weekly evaluation Pupil Perceptions</p>	

<p>To provide targeted support for PP pupils to improve fluency and comprehension</p>	<p>We continue to run X Code at Pot Kiln, which is a proven reading intervention for children generally in Yrs. 2-4 who are a year or more behind in their word reading. It combines both phonics and comprehension development.</p>	<p>Generic Impact on Achievement Over 8,000 pupils in Years 1 to 8 have been supported by trained teaching assistants with Project X CODE in 500 schools.</p> <ul style="list-style-type: none"> • They made an average Reading Age gain of 12 months after 5 months of support by trained teaching assistants – almost 70% more than the gain achieved without training. • Their comprehension scores rose by 70% – over twice the gain achieved without training. • 96% of them showed more interest and confidence in reading after Project X CODE. <p>100% of PP pupils reached EXS+ last year</p>	<p>Observations by DHT Progress monitored in PPMs Outcomes at the end of the year Teacher perception</p>	<p>X Code took place up to school closures and it's impacted was being monitored by the SENDCO.</p>
<p>To improve speaking and listening skills for targeted pupils</p>	<p>Speech and Language support</p>	<p>Children at Pot Kiln, continue to receive support for their Speaking and Listening. Individual Speech programmes are delivered by an experienced LSA, and data carefully gathered at various points. Pre-intervention data is always collated, to help measure the impact of any work done, and help plan any next steps. The Speech programmes may be written by an external specialist, or internally after clear assessments taken.</p>		<p>Mel Simpson (Speech and language LSA) worked with identified children up to school closure.</p>

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<p>Pupils, through a metacognition focus, are able to apply learning strategies to overcome challenging tasks.</p>	<p>Metacognition CPD</p> <p>Principles of metacognition revisited in assemblies and classes</p> <p>Pupil design visual images for learning behaviour</p>	<p>Pupils are not always able to set themselves targets or to judge themselves if work is challenging.</p> <p>Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p>	<ul style="list-style-type: none"> Evidence of training filters into teaching and learning Pupil conversations show that children can use the language of learning and talk about ways in which they learn better. Leader of Outdoor learning appointed (engaging with learners, working on a curriculum that allows all learners to build character and develop core life skills) 	<p>Deputy head lead staff CPD on metacognition.</p>
<p>An increase of opportunities outside school day for children in receipt of PP which may be lacking due to financial constraints (A)</p>	<p>School to use PP funding to provide places in after school clubs and school trips.</p> <p>School to provide certain equipment such as PE kits/uniform.</p> <p>Develop outdoor learning</p>	<p>Regular attendance at clubs and being properly equipped is an issue for some pupils eligible for PP.</p>	<ul style="list-style-type: none"> High attendance at clubs Behaviour reports/THRIVE Reports show positive trends Pupil Perceptions Leader of Outdoor learning appointed (engaging with learners, working on a curriculum that allows all learners to build character and develop core life skills) 	<p>Trips that took place early on in the year may have accessed this funding however from Spring 2 onwards no trips took place, including the Year 6 Residential to Mersea Outdoors.</p>

<p>To improve punctuality and attendance of disadvantaged pupils by better engaging parents and increasing school wide accountability</p>	<p>School Business Manager to take a lead in attendance monitoring and action planning.</p> <p>Continued use of Pascal and Lily to monitor punctuality</p> <p>Effective working with the EWO.</p>	<p>For learning to take place children need to be in school. Persistent absence has a significant impact on children's outcomes due to gaps in their learning.</p>	<ul style="list-style-type: none"> • Registers – daily • Analysis of attendance monitored termly • Meet with the EWO • Regularly • Parent Meetings • Home Visits • Strategic approach to meetings, letter sending and follow up. 	<p>Attendance continued to be an area of concern up to school closures and this will be addressed again in the 2020/2021 strategy.</p>
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