



Pupil Premium Strategy Statement

Sandgate Primary School 2020-2023

School overview

Metric	Data
School name	Sandgate Primary School
Pupils in school	424
Proportion of disadvantaged pupils	60 (14.2%)
Pupil premium allocation this academic year	£88,720
Academic year or years covered by statement	2020-2023
Publish date	1 st September 2020
Review date	September 2021
Statement authorised by	Matthew Green (HT)
Pupil premium lead	Lianne Jones
Governor lead	Lisa Monk Jones

Disadvantaged pupil progress scores for last academic year (use 2018-19 due to no data for 2019-20)

Measure	Score
Reading	-0.43
Writing	1.27
Maths	-0.11

Individual Subjects	Sandgate Disadvantaged (17)2018- 2019	National 2018
<i>Attainment</i>		
Reading: % of pupils achieving expected standard	70.5%	73%
Reading: % of pupils achieving a high standard	29.4%	28%
Reading: average scaled score	105	104
Writing: % of pupils achieving expected standard	94.7%	79%
Writing: % of pupils working at greater depth within expected standard	23.5%	20%
Mathematics: % of pupils achieving expected standard	94.7%	78%
Mathematics: % of pupils achieving a high standard	23.5%	24%
Mathematics: average scaled score	105.7	105
Grammar, punctuation & spelling: % of pupils achieving expected standard	76.4%	78%

Grammar, punctuation & spelling: % of pupils achieving a high standard	23.5%	
Grammar, punctuation & Spelling: average scaled score	104.8	106
Reading, Writing and Mathematics Combined <i>Attainment</i>	Sandgate Disadvantaged (17) 2018 -2019	National
R, W & M: % of pupils achieving the expected standard	71%	64%
R, W & M: % of pupils achieving the high score	33%	

Strategy aims for disadvantaged pupils – 3 year plan 2020-2023

Measure	Activity
Priority 1	Ensure Key Stage 1 and 2 pupils causing concern are given opportunities to ‘catch up’ through quality first teaching, targeted interventions and precision teaching. Language skills will be in line with all other peers.
Priority 2	Whilst all children will experience a full curriculum, eligible children will have wider opportunities to clubs and experience.
Priority 3	Support the Physical and Mental Health and Wellbeing of disadvantaged pupils, enabling them to become increasingly more resilient, independent and confident. High attendance will ensure that children are in school as much as possible to benefit from a wide range of support.
Barriers to learning these priorities address	<p>Catch-up needed to address gaps in learning that have widened for many PP children as a consequence of Covid-19. These children had lower attendance levels during lockdown and remote learning.</p> <ul style="list-style-type: none"> ● Start EYFS with a lower baseline and greater communication related needs. There is a clear difference in language acquisitions skills. ● When starting EYFS, Prime Areas are not secure for these children. ● Significant number of children are below age related expectations. <ul style="list-style-type: none"> ● Attendance at a slightly lower rate than non-disadvantaged pupils (particularly during Covid-19) both in school and for remote learning.

	<ul style="list-style-type: none"> ● Lower engagement levels evidenced through Google classroom work set from March-July 2020. ● Less able to access additional opportunities needed to provide a rounded education ● Some of the most disadvantaged children are also Young Carers. ● Less opportunities for support with home learning. ● Limited wider experiences and skills ● Limited financial resources to purchase resources e.g. digital devices. When these have been provided by the school, parents have needed additional support to access the online learning platform. ● Lower numbers working at Greater Depth in English and Maths across all year groups. ● Emotional well-being is low compared to peers particularly when children are in a number of vulnerable groups such as SEND and Young Carers.. ● Pupils often lack the resilience of their peers. ● Self-belief can be low which can lead to lower aspirations ● 11 children across the school (of the 60 eligible) have additional needs as well as being eligible. These are cognitive needs in many places.
Projected spending	£90,720

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Children make good progress against their starting points and gaps are narrowed between lower attaining pupils identified at the beginning of the year and their peers	July 2021
Progress in Writing		
Progress in Mathematics		
Phonics	Children (unless due to a specific additional need) reach the expected standard and pass the Y1 phonics screening test. Pupils in Y2 reach the expected standard and pass the delayed phonics screening test.	July 2021

Targeted academic support for current academic year

Measure	Activity
Ensure Key Stage 1 and 2 pupils causing concern are given opportunities to 'catch up' through quality first teaching, targeted interventions and precision teaching. Language skills will be in line with all other peers.	<p>Review the effectiveness of TAs- deployment, preparedness and training needs. Ensure TAs are aware of how to achieve the best outcomes by referring to the EEF toolkit and research project.</p> <p>Review interventions taking place in KS1- how effective are they? Employ additional TAs to support in year groups and classes identified as requiring most support/ Greater focus with communication and Language, phonics, reading and maths interventions for targeted pupils</p> <p>Review interventions taking place in KS2- how effective are they?</p> <p>Phonics training for staff to support pupils overcoming specific barriers as well as a rigorous induction programme for new staff.</p> <p>Ensure phonics gaps are tracked and this impacts directly on planning. Use Letters and Sounds tracking sheets and focus on lowest 20% of children.</p> <p>Ensure focus on language and communication through effective interactions. Continue to use the language link programme for those children not at the expected standard.</p>

	<p>Reading scheme to match progression through the Letters and Sounds scheme.</p> <p>Additional tuition sessions run after school in KS2 by teachers and TAs This focus will be on Maths particularly arithmetic.</p> <p>Further staff training e.g. use of manipulatives, use of mathematical vocabulary.</p>
<p>Whilst all children will experience a full curriculum, eligible children will have wider opportunities to clubs and experience.</p>	<p>Review when interventions are taking place and how many pupils are supported to avoid pupils missing the full curriculum opportunities.</p> <p>Review the wider opportunities available to all pupils including clubs.</p> <p>Consider provision for Young Carers who are also eligible for funding.</p> <p>Develop and foster community links to provide experiences outside of school such as via the Sports Trust and The Rotary Club,</p>
<p>Projected spending</p>	<p>£72.378</p>

Wider strategies for current academic year

Measure	Activity
<p>Support the Physical and Mental Health and Wellbeing of disadvantaged pupils, enabling them to become increasingly more resilient, independent and confident. High attendance will ensure that children are in school as much as possible to benefit from a wide range of support.</p>	<p>Family Liaison Officer employed to monitor pupils, provide nurture support particularly for PP children and specifically follow up on absences. First day response provision.</p> <p>Provide opportunities for specific eligible children so that they are receiving an education which is broad and balanced.</p> <p>All eligible children will receive immediate access to after school clubs.</p> <p>Clubs will be chosen in close agreement with the children.</p> <p>Opportunities for children eligible for the grant to foster and develop their own talents and interests. Building resilience through PHSE and circle time activities. Use characteristics of effective learning to build children's resilience and independence throughout the school. Referrals made to outside agencies where deemed necessary for further support.</p> <p>Sensory room to be resources.</p>

	Nurture Provision - from Term 4 onwards.
Projected spending	£18, 072

Review: last year's aims and outcomes

• REVIEW OF 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					
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>Low levels of oracy skills and language development on entry to school. This is further accentuated by little or no pre-school attendance. The Prime Areas of the curriculum are not secure and these children do not reach expected levels of attainment in the prime areas and reading</p>	<p>Staff training on developing oracy for all children in the EYFS with a particular focus on those children eligible for the grant.</p> <p>Language link resources will provide focused intervention.</p> <p>Staff will use the 'Beck' and tier</p>	<p>We want to invest some of the grant in longer term change which will help all pupils. A lower percentage of children eligible for PP are attaining a Good Level of Development. Last academic year 63.5% of eligible children attained a GLD with children not reaching the expected standard in reading, writing and language and communication.</p> <p>The EEF Toolkit suggests a number of ways of supporting this. A number of studies show the benefits of trained teaching effectively supporting both oral language skills and reading outcomes.</p> <p>The children who have a lower language entry point and who do not make adequate progress in EYFS are not reaching age related expectations in reading, writing and maths at the end of KS1. Focused support will be given to these children in Years 1 and 2.</p> <p>For all oral language interventions certain factors are associated with higher learning gains, suggesting that careful implementation is important. Approaches which explicitly aim to develop spoken vocabulary work best when they</p>	<p>Learning walk and senior leadership monitoring of focused interventions.</p> <p>Peer observations of teaching within the intervention group.</p> <p>Rigorous tracking of the impact of the language link intervention. A mid-year screen will be completed for all disadvantaged children.</p>	EYFS Lead	<p>January 2020</p> <p>Teachers are using the Beck approach particularly in the imitation stage of the Talk for Writing process. Emphasis on language skills and vocabulary.</p> <p>The teaching of reading now follows a three-part model with focus on wording reading and vocabulary, metacognition and comprehension and questioning.</p> <p>Monitoring of the taught reading sessions by the leadership team (with a focus on children eligible for the grant) took place in Term 1 with feedback of strengths and development points given to all teaching teams.</p>

<p>and writing at the end of EYFS.</p>	<p>approach to teaching new vocabulary.</p> <p>Mixed ability grouping in EYFS particularly at the imitation stage for Talk for Writing. This will ensure that the children with better language skills role model to those with low levels of development.</p>	<p>are related to current content being studied in school and when they involve active use of any new vocabulary.</p> <p>Infant Language Link offers schools a number of benefits:</p> <ul style="list-style-type: none"> • Early identification of pupils with difficulty understanding language • Tailored intervention with universal, targeted and specialist support recommendations • Evidence of progress for school inspection • Development of skills essential to support literacy and raise attainment • Improvement of the skill mix through training and support for teachers and TAs • A wide range of resources for every classroom • Engagement of parents through information and programmes • EAL pupils can be included to determine their understanding of English in the classroom. The website provides information and resources to support the development of English in the classroom 			<p>The imitation stage in the reception year encourages the children with stronger language skills to support and role model to those with less than expected language skills.</p> <p>Target settings for EYFS is that 6/7 will reach expected standards in the prime areas 86.7% compared to 75% last academic year.</p> <p>April – July All eligible children in EYFS, despite lockdown, are assessed as being on track to reach expected standards in Listening and Understanding. 70% of these pupils would have made rapid progress.</p>
<p>B.</p> <p>High levels of oracy and language skills are not role modelled</p>	<p>Language Link resources and intervention programme.</p>	<p>The EEF Toolkit suggests a number of ways of supporting language development. A number of studies show the benefits of trained teaching assistants effectively supporting both oral language skills and reading outcomes.</p> <p>For all oral language interventions certain factors are associated with higher learning gains, suggesting that careful implementation is important. Approaches which explicitly</p>	<p>Learning walk and senior leadership monitoring of focused interventions.</p>	<p>Deputy Head – LJ</p> <p>Deputy Head and</p>	<p>January 2020</p> <p>Teachers are using the Beck approach particularly in the imitation stage of the Talk for Writing process. Emphasis on language skills and vocabulary.</p>

<p>consistently to children in Key Stage 2. This is affecting reading and writing outcomes in Key Stage 2.</p>	<p>Focus on the imitation stage within Talk for Writing and developing language skills and understanding.</p> <p>Reading opportunities and extra provision will focus on language acquisition and word meaning.</p>	<p>aim to develop spoken vocabulary work best when they are related to current content being studied in school and when they involve active use of any new vocabulary.</p> <p>Role modelling from adults is key and this will be further developed within the imitation stage of Talk for Writing looking closely at the work of Isobel Beck. Teachers will be highlighting the Tier 2 words that need exploring and teaching as part of the imitation stage.</p>	<p>Peer observations of teaching within the intervention group.</p> <p>Rigorous tracking of the impact of the language link intervention. A mid-year screen will be completed for all disadvantaged children.</p>	<p>English Lead – JE</p>	<p>The teaching of reading now follows a three-part model with focus on wording reading and vocabulary, metacognition and comprehension and questioning.</p> <p>Monitoring of the taught reading sessions by the leadership team (with a focus on children eligible for the grant) took place in Term 1 with feedback of strengths and development points given to all teaching teams.</p> <p>April – July 2020</p> <p>The standardised STAR assessment for reading shows a variable picture for outcomes in Reading</p> <table border="1" data-bbox="1637 651 1998 890"> <thead> <tr> <th></th> <th>DIS</th> <th>ALL</th> <th>DIFF</th> </tr> </thead> <tbody> <tr> <td>Year 3 Class 1</td> <td>121</td> <td>116</td> <td>+5</td> </tr> <tr> <td>Year 3 Class 2</td> <td>99</td> <td>113</td> <td>-14</td> </tr> <tr> <td>Year 4 Class 1</td> <td>108</td> <td>113</td> <td>-5</td> </tr> <tr> <td>Year 4 Class 2</td> <td>102</td> <td>110</td> <td>-8</td> </tr> <tr> <td>Year 5 Class 1</td> <td>111</td> <td>113</td> <td>-2</td> </tr> <tr> <td>Year 5 Class 2</td> <td>103</td> <td>111</td> <td>-8</td> </tr> <tr> <td>Year 6 Class 1</td> <td>113</td> <td>110</td> <td>+3</td> </tr> <tr> <td>Year 6 Class 2</td> <td>107</td> <td>112</td> <td>-5</td> </tr> </tbody> </table> <p>In September 2017, 33 children who receive the grant scored less than 100 on the Language Link Screen. This is now 6 children. These children all required the intervention programme. This is a decrease from 60% to 11% of eligible children needing the intervention programme.</p>		DIS	ALL	DIFF	Year 3 Class 1	121	116	+5	Year 3 Class 2	99	113	-14	Year 4 Class 1	108	113	-5	Year 4 Class 2	102	110	-8	Year 5 Class 1	111	113	-2	Year 5 Class 2	103	111	-8	Year 6 Class 1	113	110	+3	Year 6 Class 2	107	112	-5
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<p>C. Children who are disadvantaged and have a Special</p>	<p>Close working with all external agencies on targets set.</p>	<p>Tracking systems within the school have identified that children who are in the group of being eligible for the grant and who have SEN do not reach expected standards in reading, writing and maths.</p>	<p>Regular tracking of individual targets and progress towards reaching Age Related Expectations in reading, writing and maths.</p>	<p>Senco – JW</p>	<p>Jan 2020</p> <p>An in depth analysis by the Senco has been conducted on reading for children who are SEN and eligible for the funding. 10 children fall into this group.</p>																																				

<p>Educational Need do not attain in line with other disadvantaged children.</p>	<p>Senco to track progress of eligible children who have SEN.</p> <p>Senco to regularly monitor that all SEN children have adapted learning resources.</p>	<p>Last academic year there were 10 children eligible for the grant who also have a specified SEN. The profiles of the specific children are as follows:</p> <p>Communication and Interaction Difficulties – 6 Physical Need – 1 Cognition and Learning – 1 Social, Emotional and Mental Health – 2</p> <p>Of these 10 children, only 3 reached expected standards in reading and 4 in writing and maths.</p> <p>Currently, for 2019-2020, there are 6 children who fall into this category of pupil premium and SEND. This does not include EYFS.</p> <p>The SEND Code of Practice (2015) suggests the following for schools when a child is making lower than expected progress, 'The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.'</p>	<p>Senco to monitor the progress of the 6 children this year.</p>	<p>Deputy Head – LJ</p>	<p>Parents of 8 of these children have been engaged in the reading process and how children can be more engaged with their independent reading.</p> <p>Close liaising with agencies for those children with specific need also means that a vast majority and speech and language targets are met.</p> <p>April 2020</p> <p>2 of these children left the school for specialist provision at local Special Schools. Of the remaining 8 children, 3 of them at the end of KS2 reached the expected standards in Reading, Writing and Maths. These children all have a special educational need and receive the funding.</p> <p>The remaining 5 children in years groups 1-5, are working towards national standards in reading, writing and maths.</p>
<p>Total budgeted cost</p>					<p>See appendix 1.1 for bar chart of expenditure</p>

ii. Targeted support					
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>A.</p> <p>Low levels of oracy skills and language development on entry to school. This is further accentuated by little or no pre-school attendance. The Prime Areas of the curriculum are not secure and these children do not reach expected levels of attainment in the prime areas and reading and writing at the end of EYFS.</p>	<p>1 to 1 and small group teaching using the intervention programme from Language Link. (The intervention must take place 4 times a week)</p> <p>The intervention will start in EYFS and will continue to be used in Years 1 and 2.</p> <p>Specific boosters to close the attainment group in Year 1 in reading, writing and maths.</p> <p>Fine motor skills in EYFS to ensure that the eligible children reach expected standards in writing and</p>	<p>The children who have a lower language entry point and who do not make adequate progress in EYFS are not reaching age related expectations in reading, writing and maths at the end of KS1. Focused support will be given to these children in Years 1 and 2.</p> <p>Infant Language Link offers schools a number of benefits:</p> <ul style="list-style-type: none"> • Early identification of pupils with difficulty understanding language • Tailored intervention with universal, targeted and specialist support recommendations • Evidence of progress for school inspection • Development of skills essential to support literacy and raise attainment • Improvement of the skill mix through training and support for teachers and TAs • A wide range of resources for 	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Staff to observe reception SLE delivering the intervention.</p> <p>Staff to be observed delivering the</p>	EYFS teachers	<p>Jan 2020</p> <p>All children scoring less than a standardised score of 100 in September of Reception have been rescreened in Years 1 and 2. This happens in every year group across the school. Any children below 100 will follow the intervention programme.</p> <p>For the current Year 1, at the beginning of the reception year, 6 of the disadvantaged children scored below 100. At the beginning of Year 1, this is now 2. These children are 28 lessons through the language link programme. Rescreen in April.</p> <p>For the current Year 2, at the beginning of the reception year, 4 of the disadvantaged children scored below 100. At the beginning of Year 2, this is now 1 child. This child follows the intervention programme.</p> <p>A whole school analysis can be found in Appendix 1.2. In September 2017, 33 disadvantaged children scored below 100 in their screen. These reduced to 9 children by September 2019 following the effective implementation of the programme and intervention. In percentages, this was 60% of our eligible children reduced to 16%.</p> <p>April 2020</p>

<p>B.</p> <p>High levels of oracy and language skills are not role modelled consistently to children in Key Stage 2. This is affecting reading outcomes in Key Stage 2</p>	<p>Weekly small group sessions in reading, writing and maths for all children eligible for the grant.</p> <p>There will be a higher proportion of teaching assistants across the school; specifically in KS2 with each Year 3 and 4 classes having full time TA's to ensure that interventions take place.</p> <p>An extra teaching assistant will be employed for 5 mornings a week in Year 6 to focus on those children eligible for the grant. Focus will be on reading interventions.</p>	<p>Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> <p>There will be a higher proportion of teaching assistants across the school particularly in the mornings in Key Stage 2</p> <p>Each child receiving the grant will read daily with the class teacher across the whole of KS2 with a focus on developing oral language skills.</p>	<p>Extra teaching time and preparation time paid out of PP budget.</p> <p>Impact overseen by deputy head and class teachers.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions.</p>	<p>Deputy Head – LJ</p> <p>Assessment Lead/deputy head – JE</p>	<p>Jan 2020</p> <p>For the current Year 3 at the beginning of the reception year, 1 of the disadvantaged children scored below 100. At the beginning of Year 3 this is still 1. These children are 24 lessons through the language link programme. Rescreen in April.</p> <p>For the current Year 4, at the beginning of the reception year, 4 of the disadvantaged children scored below 100. At the beginning of Year 4, this is now 2 children. These children are 18 lessons through the programme.</p> <p>For the current Year 5, at the beginning of the reception year, 6 of the disadvantaged children scored below 100. At the beginning of Year 5, this is now 2 children. These children are 18 lessons through the programme.</p> <p>For the current Year 6, at the beginning of the reception year, 12 of the</p>
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<p>C.</p> <p>Children who are disadvantaged and have a Special Educational Need do not attain in line with other disadvantaged children.</p>	<p>All children who are eligible and have SEN will have personalised targets with the input from specialist teaching and learning services.</p> <p>Specific interventions across KS2 in reading, writing and maths will include all children with a SEND and be personalised and individualised for these children.</p> <p>Personalised learning resources will be provided for the children in this group.</p>	<p>In terms of working with external agencies, the SENCO will ensure that all support is highly targeted and provisions and interventions carefully chosen in order to accelerate individual progress. The Code of Practice continues, 'In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.</p>	<p>Extra teaching time and preparation time paid out of PP budget.</p> <p>Impact overseen by deputy head and class teachers.</p> <p>Engage with parents and pupils before intervention</p>	<p>Class teachers</p> <p>Teaching assistants</p> <p>Deputy head teacher</p>	<p>January 2020</p> <p>An in depth analysis by the Senco has been conducted on reading for children who are SEN and eligible for the funding. 10 children fall into this group.</p> <p>Parents of 8 of these children are working closely with the class teachers to ensure that support is targeted effectively.</p> <p>Close liaising with agencies for those children with specific need also means that a vast majority and speech and language targets are met.</p>
Total budgeted cost					£71, 878
iii. Other approaches					
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>D Core skills in reading, writing and maths are not developed or valued at home.</p>	<p>Parents do not role model high level language at home and children are not immersed in language rich environments. Intervention at school will aim to address these widening gaps (see below for intervention and costing is above in Targeted support)</p>	<p>Although parental involvement is consistently associated with pupils' success at school, the evidence about how to increase involvement to improve attainment is mixed and much less conclusive. This is particularly the case for disadvantaged families. There is some evidence that supporting parents with their first child will have benefits for siblings. However, there are also examples where combining parental engagement</p>	<p>The FLO and deputy head will monitor the involvement of key families of children eligible for the grant.</p>	<p>Monitoring by deputy head – LJ</p> <p>FLO – WH to liaise with families.</p>	<p>Jan 2020</p> <p>In terms 1 and 2, 85% of all children eligible for the grant attended an extra-curricular club. These clubs are carefully chosen to support learning activities such as times table rock stars, prodigy maths and accelerated reader.</p>

	<p>Parents to be supported with home learning activities with signposting to the relevant resources which will help them.</p> <p>Homework clubs will run after school to ensure children are making accessing resources which may not be available at home such as Times Table Rock stars!</p> <p>FLO will ensure that every child has a parent attend parent consultations.</p> <p>Weekly small group sessions in reading, writing and maths for all children eligible for the grant.</p> <p>There will be a higher proportion of teaching assistants across the school; specifically in KS2 with each Year 3 and 4 classes, having full time TA's to ensure that interventions take place.</p> <p>An extra teaching assistant will be employed for 5 mornings a week in Year 6 to focus on those children eligible for the grant. Focus will be on reading interventions.</p> <p>Additional HLTA support in Year 4 to focus on eligible children who did not reach Expected standards in reading, writing and maths at the end of year 3.</p>	<p>strategies with other interventions, such as extended early years provision, has not been associated with any additional educational benefit. This suggests that developing effective parental involvement to improve their children's attainment is challenging and will need careful monitoring and evaluation.</p> <p>Developing effective parental involvement to improve their children's attainment is challenging.</p> <p>The impact of parents' aspirations is also important, though there is insufficient evidence to show that changing parents' aspirations will raise their children's aspirations and achievement over the longer term. Two recent meta-analyses from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.</p> <p>The DfE have recently announced the rationale behind multi million pounds investments into supporting parents at home,</p> <p>'New support to help parents improve their children's early language and literacy skills at home before they start school have been announced today (30 April) by Education Secretary Damian Hinds.</p> <p>Two schemes will build the confidence of parents to support their children in language and reading at an early stage. This has been shown to help close the so-called 'word gap' - the gap in communication skills between disadvantaged children and their peers when they start school.</p>	<p>All children who are eligible for the grant will be encouraged and will receive incentives when they read daily at home. Parents will see the worth of this.</p> <p>Tracking of progress will monitor the impact of this.</p>		<p>The pupil premium lead in the score is carefully tracking and monitoring the children's reading at home so that all individual targets are met. The aim is that by the end of Term 4, all children eligible for the grant will meet 100% of their reading target.</p> <p>Class teachers are engaging and communicating with parents of children who need to engage more with their home learning activities.</p> <p>In Term 3 there are 2 Key Stage 2 clubs available for prodigy maths, times table rock starts and matheletics. All children eligible for the funding have access to these clubs. Staff ensure that children who do not respond to club offers also have the opportunity to attend any club at lunchtime that they choose.</p> <p>End of Key Stage 2 targets for disadvantaged pupils are as follows (at expected +)</p> <p>Reading – 87%</p> <p>Writing – 87%</p> <p>Maths – 87%</p> <p>Currently, two deputy heads are teaching year 5 and 6 maths every morning. A vast proportion of children in these groups are children eligible for the funding.</p>
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	<p>Year 5 and 6 after school maths tuition by experienced teacher.</p> <p>Reading and writing interventions will take place across Key Stage 2.</p> <p>Deputy head to teach daily maths for eligible children.</p>	<p>A new £5million scheme will be run by the Education Endowment Foundation (EEF) to trial projects to provide practical tools and advice to parents so they can help their children learn new words through simple steps like reading and singing nursery rhymes.</p> <p>As well as this early support this is being further extended into support for older children in reading, writing and maths,</p> <p>'The projects aim to give parents and carers the tools to widen children's language, vocabulary and social skills in the pre-school years to tackle the 'word gap' that exists between disadvantaged children and their better off peers at age five, and there is evidence that shows this has a long term effect on educational outcomes.'</p> <p>As a school we are investing significantly in early intervention in EYFS and KS1 however, there is a gap for the key stage 2 children who are eligible for the grant. We are supporting parents with developing basic reading, writing and maths skills at home.</p>			<p>APRIL – In Term 3, 92% of eligible children attending extra-curricular activities.</p> <p>After school tuition – 100% of eligible children were on track to reach the expected standard in maths.</p>
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<p>E.</p> <p>Attitude to attendance is poor and this impacts on time spent in school.</p>	<p>Family Liaison Officer employed to monitor pupils, provide nurture support particularly for PP children and specifically follow up on absences. First day response provision.</p> <p>All pupils attendance – 97.8%</p> <p>Children eligible for grant – 97.2%</p> <p>Current Free School Meal – 95.7%</p>	<p>Attainment for children cannot improve if they are not attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Attendance for FSM children needs to be in line with all other pupils</p>	<p>Thorough analysis of performance of FLO in raising the attendance of these pupils.</p>	<p>Deputy Head teacher</p> <p>Family Liaison Officer</p>	<p>Attendance as of 25.2.2020</p> <p>All pupils attendance – 97.1%</p> <p>Children eligible for grant – 95.5%</p> <p>Current Free School Meal – 94.8%</p> <p>APRIL (up until lock down)</p> <p>All pupils attendance – 97%</p> <p>Children eligible for grant – 94.6%</p> <p>Current Free School Meal – 94%</p>
<p>F.</p> <p>Children's involvement in the wider community and outside clubs is minimal. Children are unable to foster and develop their own talents and are not provided with the opportunities to do so.</p>	<p>Provide opportunities for specific eligible children so that they are receiving an education which is broad and balanced.</p> <p>All eligible children will receive immediate access to after school clubs.</p> <p>Clubs will be chosen in close agreement with the children.</p> <p>Opportunities for children eligible for the grant to foster and develop their own talents and interests.</p>	<p>Studies via the EEF toolkit have found that Outdoor learning and Arts participation through clubs and provision can accelerate progress up to 4 months. Not only this, but studies have found children are more motivated if they attend clubs and this can impact on attendance.</p>	<p>The head teacher, FLO and deputy head teacher will work collaboratively together to ensure that new provision and standard school processes work smoothly together.</p>	<p>Family Liaison Officer</p> <p>Deputy Head – LJ</p> <p>All staff – provision of clubs.</p>	<p>Jan 2020</p> <p>In terms 1 and 2, 85% of all children eligible for the grant attended an extra-curricular club. These clubs are carefully chosen to support learning activities such as times table rock stars, prodigy maths and accelerated reader.</p> <p>April 2020 – Throughout Term 3, 92% of eligible children attended an after-school club.</p>
Total budgeted cost					£18,042

