



Caldecote Community Primary School - Pupil premium strategy statement

1. Summary information					
School	Caldecote Community Primary School				
Academic Year	2020/21	Total PP budget	£1345 x 208 = £279,760	Date of most recent PP Review	Sep 2020
Total number of pupils	610	Number of pupils eligible for PP	208	Date for next internal review of this strategy	Feb 2021

2. Current attainment (Year 6 – end of July 2019) – Note that there was no data for 2020 so we continue to publish the 2019 data.		
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	72% EXP / 7% HIGHER	78% (71%) / 22% (13%) PP from Sch Data (National)
% making progress in reading	+2.79 Progress 72% EXP / 28% HIGHER	+0.32 Non-PP Progress Nationally 78% (78%) / 35% (31%) Non PP from Sch Data (National)
% making progress in writing	+2.40 Progress 86% EXP / 14% HIGHER	+0.27 Non-PP Progress Nationally 84% (83%) / 27% (24%) Non PP from Sch Data (National)
% making progress in maths	+4.02 Progress 83% EXP / 24% HIGHER	+0.37 Non-PP Progress Nationally 86% (84%) / 43% (32%) Non PP from Sch Data (National)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

- A.** No PP pupils on entry into Reception are working at age related expectations – on average at least 10-15% are for non PP pupils. This is likely to be higher, following Covid-19.
- B.** Ensuring that quality first teaching remains at least consistently good in all year groups.
- C.** Movement of teaching staff throughout the year – through leaving the school or long term absence issues (September 2020 five teachers new to the school or in their second year).
- D.** Staff provide very effective extra provisions for SEN pupils; however we need to raise further awareness of individual class profiles providing provisions to close the gap for PP pupils in all classes.
- E.** Limited family experience has led to fewer life opportunities for some PP children, which impacts on PP children’s world experience, cultural capital and vocabulary. This will have been impacted significantly by Covid-19.
- F.** Pupils in receipt of PP are more likely to have had less engagement with school/education during the Covid-19 crisis.

- G.** Pupils in receipt of PP are more likely to be among CCPS’ “weakest readers” (e.g. >2 years behind, for decoding and comprehension), which has an impact on academic attainment and can cause them to fall behind their peers on average.
** Data shown are for 2019 – this will be updated September 2020, once baseline benchmarking is completed.*

	Number of weak readers in year group (2yrs+ behind)	Number (%) of PP children in cohort	% of weak readers who are PP	% of PP group who fall into the ‘weakest readers’ category	Summary
Y1	39 children (48.1%)	21/81 = 25.9%	12 / 39 = 30.8%	12/21 = 57.1%	More than half the PP fall into the ‘weakest readers’ category
Y2	31 children (35.6%)	24/87 = 27.6%	10 / 31 = 32.3%	10 / 24 = 41.7%	Two fifths of the PP fall into the ‘weakest readers’ category
Y3	25 children (27.8%)	34/90 = 37.8%	7 / 25 = 28%	7 / 34 = 20.6%	The PP are underrepresented in the ‘weakest readers’ category
Y4	23 children (26.1%)	30/88 = 34.1%	11 / 23 = 47.8%	11 / 30 = 36.7%	Half the weakest readers are PP (despite PP only making 34% of cohort)
Y5	33/77 children (42.9)	34/77 = 44.2%	12 / 33 = 36.4%	12 / 34 = 35.3%	The PP are underrepresented in the ‘weakest readers’ category
Y6	43/79 children (54.4%)	37/79 = 46.8%	24 / 43 = 55.8%	24 / 37 = 64.9%	More than half of the weakest readers are PP and nearly 65% of the PP are weak readers

External barriers (issues which also require action outside school, such as low attendance rates) *Note that there was no data for 2020 so we continue to publish the 2019 data.*

- H.** Attendance rates for pupils eligible for PP are 94.6% and below non-PP pupils at 96.7%. This reduces their school hours and causes them to fall behind on average. In the aftermath of Covid-19, it is predicted that it will be some PP children who struggle to return to school – hence overall PP attendance may get worse.
- I.** Persistent absence rates are higher for PP pupils (11.2% - 20 of 178 pupils) than for non-PP pupils (5.1% - 16 of 312 pupils).
- J.** Punctuality. PP (23.3% - 41 of 178 pupils) are regularly late (>10% of days late)

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Improve further the extra provisions for all PP pupils across all year groups to close the gap between PP and non-PP pupils (or to maintain PP pupils achieving higher than non-PP pupils).</p>	<p>Pupils eligible for PP identified by all teachers and planned, weekly interventions are used to increase attainment organised and agreed by Assistant Headteachers as required;</p> <p>Entry yr6 (TA – Aut 2 Dec 2019): <i>EXS(GD)</i> Reading: 24% (12%) PP; 63% (28%) non-PP Writing: 27% (9%) PP; 56% (38%) non-PP Maths: 47% (24%) PP; 59% (47%) non-PP Combined: 21% (9%) PP; 47% (28%) non-PP Year 6 PP to reduce the gap with non-PP by the end of 2021 in all subjects including combined by 20% at expected and 10% greater depth.</p> <p>Entry yr5 (TA – Aut 2 Dec 2019): <i>EXS(GD)</i> Reading: 35% (24%) PP; 49% (28%) non-PP Writing: 38% (16%) PP; 51% (18%) non-PP Maths: 57% (30%) PP; 67% (41%) non-PP Combined: 30% (11%) PP; 41% (18%) non-PP Year 5 PP to reduce the gap with non-PP by the end of 2021 in all subjects including combined by 10% at expected and 5% greater depth.</p> <p>Entry yr4 (TA – Aut 2 Dec 2019): <i>EXS(GD)</i> Reading: 41% (13%) PP; 56% (44%) non-PP Writing: 41% (22%) PP; 58% (38%) non-PP Maths: 59% (31%) PP; 76% (62%) non-PP Combined: 31% (6%) PP; 47% (29%) non-PP Year 4 PP to reduce the gap with non-PP by the end of 2021 in all subjects including combined by 10% at expected and 15% greater depth.</p> <p>Entry yr3 (TA – Aut 2 Dec 2019): <i>EXS(GD)</i> Reading: 67% (33%) PP; 59% (26%) non-PP Writing: 53% (31%) PP; 53% (26%) non-PP Maths: 58% (39%) PP; 64% (30%) non-PP Combined: 50% (22%) PP; 49% (21%) non-PP Year 3 PP to close any remaining gaps with non-PP by the end of 2021 in maths (6%) and to remain above non-PP by the end of 2021 in all other areas.</p> <p>Entry yr2 (TA – Aut 2 Dec 2019): <i>EXS(GD)</i> Reading: 47% (30%) PP; 73% (48%) non-PP Writing: 47% (33%) PP; 77% (43%) non-PP Maths: 50% (33%) PP; 91% (54%) non-PP Combined: 47% (27%) PP; 71% (36%) non-PP Year 2 PP to reduce the gap with non-PP by the end of 2021 in all subjects including combined entirely by 20% at expected and 10% greater depth.</p> <p>Entry yr1 (TA – Aut 2 Dec 2019): <i>EXS(GD)</i></p>

		<p>Reading: There is no specific data available for the EY exit in Dec 2019 so this will be based on a new benchmark taken in October 2020.</p> <p>Writing: There is no specific data available for the EY exit in Dec 2019 so this will be based on a new benchmark taken in October 2020.</p> <p>Maths: There is no specific data available for the EY exit in Dec 2019 so this will be based on a new benchmark taken in October 2020.</p> <p>Phonics screening: 2018-19 – No additional 2019-2020 Data Available. Phonics screening nationally – 71% PP 84% non-disadvantaged met the standard Phonics screening at CCPS – 62% PP 86% non-disadvantaged met the standard Year 2 PP to close the gap with non-PP by the end of 2020 in phonics (5 of the 11 PP pupils who did not pass in year 1 to pass in year 2).</p> <p>Year 1 PP to reduce the gap with non-PP by the end of 2020 in all subjects including combined by 10% at expected and 5% at greater depth.</p> <p>This includes all ability groups – LA, MA and, especially, HA.</p>
B.	Increase the progress scores at the end of Key Stage 2 for all higher prior attaining pupils	<p>Number of PP children nationally = 21% (CCPS has 34.0%, and this is likely to rise as reception children are added in the first few weeks of the 2020 autumn term)</p> <p>Progress to be measured against attainment data from ASP 2020. Progress gaps at the end of 2019 for HA disadvantaged pupils to be closed and brought in line with National other 2021.</p> <p>2018-19 data Phonics screening nationally – 71% PP 84% non-disadvantaged met the standard Phonics screening at CCPS – 62% PP 86% non-disadvantaged met the standard</p> <p>KS1 national – reading 62% PP EXS 78% non-disadvantaged writing 55% PP EXS 69% non-disadvantaged maths 62% PP EXS 76% non-disadvantaged</p> <p>KS1 CCPS – reading 72% PP EXS 74% non-PP writing 72% PP EXS 66% non-PP maths 76% PP EXS 77% non-PP</p>
C.	Significantly higher rates of progress than non PP pupils where required across all year groups and for all ability groups	<p>Progress to be measured against attainment data - see above for specific details relating to current cohorts. Data to be assessed using reading, writing and maths assessments. All PP pupils to reach full potential by end of Year 6 and at least in line with national non PP pupils for all abilities.</p>
D.	Quality first teaching remains never less than good in all year groups, especially when short term staffing problems arise	<p>Pupils eligible for PP make 20% more progress as 'other' pupils across the school. This includes all ability groups – LA, MA and, especially, HA.</p>
E.	Increased attendance rates for pupils eligible for PP.	<p>Reduce the number of children who are persistent absentees among pupils eligible for PP from 20 in 2018-2019 to below 15 to close the gap with 'other' pupils. Overall PP attendance improves from 94.6% to 95.5% to close the gap with non-PP pupils.</p>

F.	Increased punctuality rates for pupils eligible for PP.	Reduce the number of PP children arriving late in school by 25%.
G.	Increase the opportunities for pupils eligible for PP to engage with activities which provide world experience, cultural capital and vocabulary from beyond their familiar setting and life experience.	Every pupil in receipt of PP engages in additional events outside of their familiar cultural environment during the academic year. Whilst this may be more physically difficult (due to the current restrictions on trips/residential visits as a result of Covid-19) there are still many available opportunities for 'creativity' in providing a 'cultural capital rich' curriculum.
H.	Increased reading ability for the 'weakest reader' pupils eligible for PP.	Reduce the number of children who are in among the pupils eligible for PP in the "weakest readers" readers from 71 in 2019-2020 to below 50, to close the gap with 'other' pupils.

End of Year Attendance - 2018-2019 - Dis and Non-Dis Comparisons. Note that there is no data available for 2019-2020 due to the Covid-19 closedown.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	PA No.	PA %
All	94.4%	95.8%	96.0%	96.4%	96.2%	97.5%	96.0%	36	7.50%
Dis	93.6%	94.7%	92.6%	94.1%	95.0%	97.0%	94.6%	20	4.20%
Non Dis	94.6%	96.3%	97.5%	98.2%	97.2%	97.9%	96.7%	16	3.30%
Gap	-1.0%	-1.6%	-4.9%	-4.1%	-2.2%	-90.0%	-2.1%		1.10%

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

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. Improved provisions for all PP pupils.</p> <p>B. Increase the progress scores at the end of Key Stage 2 for all higher prior attaining pupils.</p> <p>C. Significantly higher rates of progress across all year groups for PP pupils</p> <p>D. Quality first teaching remains never less than good.</p>	<p>Staff training – aim to develop all pupils' vocabulary through the introduction of direct and specific vocabulary teaching.</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest that developing pupils' vocabulary an effective way to improve attainment, and oral language intervention teaching is suitable as an approach that we can embed across the school – improvement of +5 months per academic year.</p> <p>Targeted interventions designed by the Leadership Team for all Pupil Premium pupils at risk of not achieving targets.</p> <p>All targets for Pupil Premium pupils take into account prior attainment at the end of EY and KS1 along with current attainment.</p>	<p>Vocabulary teaching developed using evidence of effectiveness. Staff training in staff meetings. Shared practice. Evaluation of outcomes in books and where areas of development need to be changed. Lessons from training embedded in school curriculum policies and everyday practice.</p>	<p>HT, DHT, AHTPP</p>	<p>Jan 2021.</p>

<p>A. Improved provisions for all PP pupils.</p> <p>B. Increase the progress scores at the end of Key Stage 2 for all higher prior attaining pupils.</p> <p>C. Significantly higher rates of progress across all year groups for PP pupils</p> <p>D. Quality first teaching remains never less than good.</p> <p>H. Increased reading ability for the 'weakest reader' pupils eligible for PP.</p>	<p>CPD on different approaches to providing support for small groups in addition to quality first teaching.</p>	<p>Historically, some pupils eligible for PP have made less progress than other pupils across some classes in KS2 in reading, writing and maths. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to ensure that all staff are trained at identifying where extra provisions can be used to support PP pupils along with effectively reviewing the success of individual provisions. EEF suggests that targeted teaching using within-class grouping can lead to a close +3 months in an academic year.</p>	<p>Course selected using evidence of effectiveness (EEF). SENCo and SLT support staff CPD in developing provisions that can be offered.</p> <p>Review provisions and detail value for money.</p> <p>Maintain 3 teachers and 3 TAs per year group.</p>	<p>HT, DHT, AHTPP and SLT.</p>	<p>Jan 2021.</p>
<p>A. Improved provisions for all PP pupils.</p> <p>B. Increase the progress scores at the end of Key Stage 2 for all higher prior attaining pupils.</p> <p>C. Significantly higher rates of progress across all year groups for PP pupils</p> <p>D. Quality first teaching remains never less than good.</p> <p>H. Increased reading ability for the 'weakest reader' pupils eligible for PP.</p>	<p>Staff training on teaching reading (and in particular, with a focus on comprehension). Greater timetable allocation to reading, including daily reading booster time in every class, in which teachers can work with small groups/individuals to develop reading skill.</p>	<p>Pupils eligible for the PP are over-represented among the weaker readers, and it is expected that the gap will have widened due to Covid-19.</p> <p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit, suggest that the explicit teaching of reading comprehension strategies is an effective way to improve attainment – improvement of +6 months per academic year.</p> <p>All targets for Pupil Premium pupils take into account prior attainment at the end of EY and KS1 along with current attainment.</p>	<p>Reading teaching developed using evidence of effectiveness.</p> <p>Staff training in staff meetings.</p> <p>Shared practice.</p> <p>Evaluation of outcomes in books and where areas of development need to be changed.</p> <p>Lessons from training embedded in school curriculum policies and everyday practice.</p> <p>Regular BenchMarking assessment, to ensure rigorous monitoring of reading progress (including at least half-termly monitoring of the progress of weaker readers, and termly for all children)</p>	<p>HT, DHT, AHTPP and SLT.</p>	<p>Jan. 2021</p>
<p>Total budgeted cost</p>	<p>Staff CPD costs are accounted for by training budget.</p> <p>Any additional resources required to support staff training in these areas, which impact upon PP pupils' progress, may be purchased from the PP budget.</p>			<p>≈ £5,000</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. Improved provisions for all PP pupils.</p> <p>B. Increase the progress scores at the end of Key Stage 2 for all higher prior attaining pupils.</p> <p>C. Significantly higher rates of progress across all year groups for PP pupils</p> <p>D. Quality first teaching remains never less than good.</p>	<p>Allocation of specific responsibility to oversee PP (in particular, looking at intervention cost effectiveness) to AHTs</p>	<p>Some of the students need targeted support to catch up, whether it be academically or in other areas. Due to Covid-19, the long-lasting impact of months without school are yet to be understood, but it is likely that the impact will be greater on the disadvantaged pupils (according to the EEF). Individual provisions are provided for short focused periods of time and evaluated against specific criteria to measure their impact over time. Targeted, in-class interventions designed by the Leadership Team for all Pupil Premium pupils at risk of not achieving targets.</p>	<p>Organise timetable to ensure all children have within-class access to additional provision as needed and staff delivering provisions have sufficient preparation and delivery time. This includes ensuring all classes have a full-time TA to support with provision. Provide staff CPD to lead provisions as needed. Evaluate effectively by the SLT to find value for money interventions: use Edukey for support.</p>	<p>All teaching staff. SLT</p>	<p>Jan 2021.</p>
<p>A. Improved provisions for all PP pupils.</p> <p>B. Increase the progress scores at the end of Key Stage 2 for all higher prior attaining pupils.</p> <p>C. Significantly higher rates of progress across all year groups for PP pupils</p> <p>D. Quality first teaching remains never less than good.</p>	<p>If data indicates it is necessary, small group tuition may be provided (either in school or through the NTP) later in the year, enabling greater emphasis on individualised feedback for pupils and results in increased progress.</p>	<p>Some pupils will need significant support in catching up with their peers – especially those disadvantaged pupils who have not engaged with education since March 2020 (when the school closed). Small group or individual tuition may need to be provided for short focused periods of time and evaluated against specific criteria to measure their impact over time. In particular, Pupil Premium pupils at risk of not achieving targets will be selected for tuition. The EEF Toolkit suggests that small group tuition in addition to standard lessons can achieve a 4 month close in an academic year and one-to-one tuition can achieve a 5 month close in an academic year.</p>	<p>Organise timetable to ensure pupils do not miss teaching time (e.g. tuition occurs after school) Employ external staff for tuition provision if needed, to ensure sufficient delivery does not impact on whole class. Engage with funding from the National Tuition Program to maximise the reach of the tuition if required. Evaluate effectively by the SLT to find value for money and redeploy to other year groups as needed: use Edukey for support.</p>	<p>AHT All teaching staff SLT</p>	<p>Jan 2021.</p>

<p>A. Improved provisions for all PP pupils.</p> <p>B. Increase the progress scores at the end of Key Stage 2 for all higher prior attaining pupils.</p> <p>C. Significantly higher rates of progress across all year groups for PP pupils</p> <p>D. Quality first teaching remains never less than good.</p> <p>H. Increased reading ability for the 'weakest reader' pupils eligible for PP.</p>	<p>Small group sessions in reading writing and maths (as required) for all PP pupils in Year Six with an experienced adult, in addition to standard lessons in preparation for KS3.</p>	<p>We want to provide extra support to maintain closing attainment between PP and non-PP pupils along with maintaining PP pupils progressing at higher rates than non-PP pupils. 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. Small group tuition in addition to standard lessons can achieve a 4 month close in an academic year.</p>	<p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Impact overseen by PP AHT (and SLT relevant to individual subject areas). Teaching assistant (TA) CPD for TAs supporting the sessions. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>AHT All teaching staff SLT</p>	<p>Jan 2021.</p>
<p>A. Improved provisions for all PP pupils.</p> <p>B. Increase the progress scores at the end of Key Stage 2 for all higher prior attaining pupils.</p> <p>C. Significantly higher rates of progress across all year groups for PP pupils</p> <p>D. Quality first teaching remains never less than good.</p>	<p>Provision of individual intervention and support, as required, for pupils in receipt of PP Allocation of specific responsibility to oversee individual intervention (including cost effectiveness) to AHT</p>	<p>Some pupils need extra support to develop and maintain closing attainment gaps. Others require support for behaviour, social-emotional-mental-health, communication or family difficulties.</p> <p>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. Individual provisions are provided for short focused periods of time and evaluated against specific criteria to measure their impact over time.</p>	<p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Impact overseen by PP AHT (and SLT relevant to individual subject areas). Teaching assistant (TA) CPD for TAs supporting the sessions. External agencies providing support will be those recommended by LCC/employed on a trial basis with an assessment of impact before a longer-term commitment to provision is made. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>AHT All teaching staff SLT</p>	<p>Jan 2021.</p>

Total budgeted cost	<p>Edukey = AUT 2019 indicated that provision for PP children totalled £8,524. However, this included SEN children and was mostly in the form of TA salaries, so is accounted for elsewhere.</p> <p>Edukey system = <£700</p> <p>PP review dates: supply cost – 6 days of supply for PP review and target setting release for AHT = £1200 + HT = £720 = £2,520</p> <p>AHT – UPS to L scale = £8,000</p> <p>Additional TAs – 20,000 per year group FS2-6 = £140,000</p> <p style="text-align: right;">≈ £151,000</p>	Total ≈ £196,000
	<p>The cost of additional tuition is difficult to predict at present, as the extent to which it will be needed is as yet unknown. Currently, estimating ≈ £20,000 – to be reviewed in January 2021.</p> <p style="text-align: right;">≈ £20,000</p>	
	<p>After school boosters for year sixes, lead by the three year six teachers, cost £1284.54 in 2019-20. It is reasonable to expect that, following Covid-19, more boosters may be needed this year.</p> <p style="text-align: right;">≈ £2,000</p>	
	<p>Individual support for PP 2019-20 included, but was not limited to:</p> <p>ADHD solutions = £60</p> <p>Art therapy at £55.90 per week, 38 x week = £2,124.20</p> <p>Play therapy = £3000</p> <p>Counsellor at £45 per session (half hour) x 38 weeks = £1710</p> <p>SEMHs support services = £8361.50 p/a – funded from SEN budget</p> <p>LAC support (Emma's Explorer's placement at 80 p/week x 38 = £3040, swimming lessons = £200, dance club £200, music lessons = £500, home resources = £250)</p> <p>PP workshops: HERO (confidence and self-esteem) workshop = £1,300; "Sometimes you win" resilience training = £895</p> <p style="text-align: right;">≈ £23,000</p>	

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?
E. Increased attendance rates	First day absence calling. Individual absence falling below 90% - family engage with EWO. EWO time at 0.5 days per week to track. Weekly attendance review to analyse potential falls before they materialise. There is one adult specifically focused on attendance daily from August 2020.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step. EEF report suggests two month improvement yearly when pupils maximise their time in school.	Thorough briefing of support worker about existing absence issues. PP AHT, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	HT, EWO and Attendance Officer (KD).	Jan 2021.
F. Increased punctuality rates for pupils eligible	Initial observations show that often pupils who arrive late in school are also PP pupils. Analysis of lateness patterns for PP pupils to identify potential support for families through FSF, Learning Mentor etc. There is one member of the office staff specifically focused on attendance daily from August 2020.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step. EEF report suggests two month improvement yearly when pupils maximise their time in school. This is the same for lateness where pupils miss the first vital steps of learning for that day.	Thorough briefing of support worker about existing absence issues. PP AHT, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	HT, EWO and Attendance Officer (KD).	Jan 2021.
Total budgeted cost	Attendance meetings additional time – 21.60 p/h x 12 hours per year = £259.20 2019-20 KD salary = £21,434 (based on 1.0 FTE attendance officer and EWO LA support). Other additional staff: Clare Kane (Family learning and parenting coordinator) ≈ £16,000				Total ≈ £38,000

i. 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?
G. Developing 'cultural capital'	Increase the opportunities for pupils eligible for PP to engage with activities which provide world experience, cultural capital and vocabulary from beyond their familiar setting and life experience.	There is some research now to indicate that a lack of life experience can lead to reduced academic outcomes. Our aim to try and broaden horizons and raise cultural capital for our PP pupils. Whilst this is more difficult due to Covid-19, as our opportunities for trips/residential visits may be limited, staff are encouraged to seek creative opportunities for developing cultural capital without having to go far (e.g. through the use of technology, through the curriculum, through reading etc.)	The PP AHT will use the Edukey system to log the strengths and development points for around their wider engagement and experience of the society and opportunities round them. Each individual PP pupil aims to 'attend' at least one cultural capital event each year.	PP AHT, all teaching staff.	Jan 2021.
	Subsidy for 'experiences' 2020-21 = £5,000 per year group (KS1+2) = £30,000 Subsidy for coaches (once trips resume, additional coaches will be needed 2020-21 to be Covid-19 compliant) = £10,000 Breakfast club provision (Fare-share) = £880				Total ≈ £40,800

TOTAL ≈ £279,800

6. Review of expenditure – for the 2019-20 Academic Year

Previous Academic Year

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)	Cost
<p>A. Improved provisions for all PP pupils.</p> <p>B. Increase the progress scores at the end of Key Stage 2 for all higher prior attaining pupils.</p> <p>C. Significantly higher rates of progress across all year groups for PP pupils</p> <p>D. Quality first teaching remains never less than good.</p>	<p>Staff training – aim to develop all pupils' vocabulary through the introduction of direct and specific vocabulary teaching.</p>			

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<p>A. Improved provisions for all PP pupils.</p> <p>B. Increase the progress scores at the end of Key Stage 2 for all higher prior attaining pupils.</p> <p>C. Significantly higher rates of progress across all year groups for PP pupils</p> <p>D. Quality first teaching remains never less than good.</p>	<p>Staff training on teaching reading (and in particular, with a focus on comprehension). Greater timetable allocation to reading, including daily reading booster time in every class, in which teachers can work with small groups/individuals to develop reading skill.</p>			

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)	Cost
<p>A. Improved provisions for all PP pupils.</p> <p>B. Increase the progress scores at the end of Key Stage 2 for all higher prior attaining pupils.</p> <p>C. Significantly higher rates of progress across all year groups for PP pupils</p> <p>D. Quality first teaching remains never less than good.</p>	<p>Allocation of specific responsibility to oversee PP (in particular, looking at intervention cost effectiveness) to AHTs</p>			
<p>A. Improved provisions for all PP pupils.</p> <p>B. Increase the progress scores at the end of Key Stage 2 for all higher prior attaining pupils.</p> <p>C. Significantly higher rates of progress across all year groups for PP pupils</p> <p>D. Quality first teaching remains never less than good.</p>	<p>If data indicates it is necessary, small group tuition may be provided (either in school or through the NTP) later in the year, enabling greater emphasis on individualised feedback for pupils and results in increased progress.</p>			

<p>A. Improved provisions for all PP pupils.</p> <p>B. Increase the progress scores at the end of Key Stage 2 for all higher prior attaining pupils.</p> <p>C. Significantly higher rates of progress across all year groups for PP pupils</p> <p>D. Quality first teaching remains never less than good.</p> <p>H. Increased reading ability for the 'weakest reader' pupils eligible for PP.</p>	<p>Small group sessions in reading writing and maths (as required) for all PP pupils in Year Six with an experienced adult, in addition to standard lessons in preparation for KS3.</p>			
<p>A. Improved provisions for all PP pupils.</p> <p>B. Increase the progress scores at the end of Key Stage 2 for all higher prior attaining pupils.</p> <p>C. Significantly higher rates of progress across all year groups for PP pupils</p> <p>D. Quality first teaching remains never less than good.</p>	<p>Provision of individual intervention and support, as required, for pupils in receipt of PP</p> <p>Allocation of specific responsibility to oversee individual intervention (including cost effectiveness) to AHT</p>			

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)	Cost
E. Increased attendance rates	First day absence calling. Individual absence falling below 90% - family engage with EWO. EWO time at 0.5 days per week to track. Weekly attendance review to analyse potential falls before they materialise. There is one adult specifically focused on attendance daily from August 2020.			
F. Increased punctuality rates for pupils eligible	Initial observations show that often pupils who arrive late in school are also PP pupils. Analysis of lateness patterns for PP pupils to identify potential support for families through FSF, Learning Mentor etc. There is one member of the office staff specifically focused on attendance daily			

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)	Cost
G. Developing 'cultural capital'	Increase the opportunities for pupils eligible for PP to engage with activities which provide world experience, cultural capital and vocabulary from beyond their familiar setting and life experience.			

7. Review of expenditure – for the 2019-20 Academic Year

Previous Academic Year				
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)	Cost
<p>A. Improved provisions for all PP pupils.</p> <p>B. Increase the progress scores at the end of Key Stage 2 for all higher prior attaining pupils.</p> <p>C. Significantly higher rates of progress across all year groups for PP pupils</p> <p>D. Quality first teaching remains never less than good.</p>	<p>Staff training – aim to develop metacognition and self-regulation (+7 months) with the introduction of PSHE lessons and restorative behaviour approach and feedback (+8 months) in line with CCPS policy.</p>	<p>Medium:- the introduction of the PSHE curriculum and restorative approach seemed (anecdotally) to have an impact on pupil behaviour, which in turn created a more peaceful and positive learning environment in which the gaps of the PP could be addressed. However, the Covid-19 crisis 'closed' the school in March, so the usual data analyses into attainment and progress for the year cannot be conducted.</p> <p>Attainment at the end of SPR1 was broadly in line with targets (-14%, -12%, -12% and -24% - RWM, R, W, M respectively). Progress to be confirmed? Feedback training was also not implemented due to Covid-19.</p>	<p>There is no doubt that the addition of the PSHE scheme to the school curriculum was a positive one. However, specific staff training in helping pupils to develop metacognitive and self-regulatory skills was not delivered, so this area is still new to (and consequently inconsistently taught by) some teachers. Further training is required.</p> <p>Further analysis is also needed, after a full year in school, to examine the effect of restorative approach and the new PSHE scheme on the progress of PP pupils specifically. It is anticipated that, as a result of the crisis, attainment and progress gaps for the PP will have increased in all year groups, and must be addressed in 2020-21.</p>	<p>Within the CPD budget</p>
<p>A. Improved provisions for all PP pupils.</p> <p>B. Increase the progress scores at the end of Key Stage 2 for all higher prior attaining pupils.</p> <p>C. Significantly higher rates of progress across all year groups for PP pupils</p> <p>D. Quality first teaching remains never less than good.</p>	<p>CPD on different approaches to providing support for small groups in addition to quality first teaching.</p> <p>Smaller class sizes in Year 6 which enables greater emphasis on feedback for individual pupils and increased progress.</p>	<p>Medium:- The impact on progress and attainment of small group support seemed most significant in classes where the first quality teaching was also highly effective. Years 3, 4 and 5 suffered staff absence and two year groups were also affected by staff capability issues (Years 3 and 4). This affected progress and attainment of selected classes and thus selected year groups.</p> <p>In addition, the Covid-19 crisis 'closed' the school in March, so the usual data analyses into attainment and progress for the year cannot be conducted.</p> <p>There is limited indication that the smaller class sizes in year six had a direct influence on increased progress and attainment of PP pupils, as the year remained unfinished.</p>	<p>There were significant gaps closed in Year 6 (a year group who had a history of significant disruption to their education) where there were smaller class sizes before Covid-19 struck. However, final data were not collected for this year group. For 2020-21, the school will be nearing full capacity (3 classes per year group) so smaller class sizes will be difficult to implement in future.</p>	<p>£25,000 (1 additional teacher – yr6)</p>

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)	Cost
<p>A. Improved provisions for all PP pupils.</p> <p>B. Increase the progress scores at the end of Key Stage 2 for all higher prior attaining pupils.</p> <p>C. Significantly higher rates of progress across all year groups for PP pupils</p> <p>D. Quality first teaching remains never less than good.</p>	<p>Relevant and timely small group academic provisions provided for PP pupils</p> <p>Allocation of specific responsibility to oversee PP (looking at intervention cost effectiveness) to AHT</p>	<p>Medium: observed increased progress amongst some participating children when compared to peers, during the autumn term, as measured using half termly teacher assessments/baseline vs. end-of-intervention scores. However, Covid-19 prevented longer-term delivery of provision and analysis of impact.</p>	<p>Additional academic provision seemed most effective when staffing was consistent and extra provisions were planned for and 'executed as planned' (i.e. without interruption, on a regular schedule).</p> <p>Edukey data suggests that Reading coaching, Early Words, Phonics Booster and Number Recognition groups all produced some positive results, before the Covid crisis. However, too many interventions were regularly interrupted (before Covid stopped all provision!) and effective progress in interventions still needs to be transferred more consistently into the classroom.</p> <p>The addition of PP to an AHT role enabled the specific targeting and tracking of PP pupils for additional support and the coordinated leadership of the AHTs for PP/SEN is needed to secure, develop and maintain effective provisions next year.</p>	<p>£151,220 (Edukey, review days and additional TAs)</p>
<p>A. Improved provisions for all PP pupils.</p> <p>B. Increase the progress scores at the end of Key Stage 2 for all higher prior attaining pupils.</p> <p>C. Significantly higher rates of progress across all year groups for PP pupils</p> <p>D. Quality first teaching remains never less than good.</p> <p>H. Increased reading ability for the 'weakest reader' pupils eligible for PP.</p>	<p>Small group sessions in reading writing and maths (as required) for all PP pupils in Year Six with an experienced adult, in addition to standard lessons in preparation for KS3.</p>	<p>Medium: some observed increased progress amongst participating children compared to peers, as measured using half term teacher assessments and practice SATs – before Covid-19 ended sessions.</p>	<p>This seemed to be most effective for children who attended the extra provisions regularly. Most children reported greater confidence and many were able to transfer skills from booster sessions back into the classroom.</p> <p>In light of the predicted gaps for PP pupils following the Covid-19 school 'closure', one-to-one and small-group tuition may play a significant part in closing the gap next year (EEF suggests possible +5 months gain).</p>	<p>£1284.54 (booster-teacher salaries)</p>

<p>A. Improved provisions for all PP pupils.</p> <p>B. Increase the progress scores at the end of Key Stage 2 for all higher prior attaining pupils.</p> <p>C. Significantly higher rates of progress across all year groups for PP pupils</p> <p>D. Quality first teaching remains never less than good.</p>	<p>Non-academic and individual provisions for any PP pupils, as deemed appropriate</p> <p>Allocation of specific responsibility to oversee PP (looking at intervention cost effectiveness) to AHT pupils</p>	<p>High: Where individualised support was offered (e.g. ADHD solutions, art therapy, play therapy, counselling, SEMHs support services) significant impact was observed for most PP pupils, as measured in self-report after the interventions and teacher-reported improvements in pupil's attitude and behaviour.</p> <p>One-to-one TA support for PP pupils was most effective when staffing was consistent – where staff were not able to provide consistent support, these interventions were not successful.</p>	<p>In school, non-academic provisions were most effective when planned for and 'executed as planned' (i.e. without interruption, on a regular schedule). Edukey data suggests that Mindfulness and Feelings Groups were somewhat effective for PP pupils, before the Covid-19 crisis. However, too many interventions were regularly interrupted (before Covid-19 stopped all provision!) and effective progress in interventions still needs to be transferred more consistently into the classroom. A note-taking sheet was trialled this year, to enable staff to communicate topics from sessions more effectively to teachers, with some success: this can be developed next year.</p> <p>The addition of PP to an AHT role enabled the specific development of some interventions to tackle 'non-academic' skills (such as resilience, self-esteem and confidence etc.) with varying degrees of success: the HERO workshops proved extremely valuable and made a significant difference to some year six pupils' attitudes. However, in order for a long-term effect to be observed, more-regular provision, targeting and tracking of PP pupils for additional support is needed.</p>	<p>£21,640.70 (individual provisions and non-academic group interventions)</p>
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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)	Cost
E. Increased attendance rates	First day absence calling. Individual absence falling below 90% - family engage with EWO. EWO time at 0.5 days per week to track. Weekly attendance review to analyse potential falls before they materialise.	<p>Low:- the attendance gap between PP and non-PP has grown from 1.8% (2017-2018) to 2.1% (2018-2019). Provisional data showed a slow closing of the gap however due to Covid-19 this data was halted.</p> <p>High:- The Persistent Absentee rate 'gap' fell from PP (13.0%) against non-PP (3.8%) for 2017-2018 to PP (11.2%) against non-PP (5.2%) for 2018-2019. Provisional data showed a slow closing of the gap however due to Covid-19 this data was halted.</p>	Next year we will try to provide more intensive support instead, with parental engagement to encourage attendance. Early monitoring is essential to identify where pupils begin to fall in attendance rates. Pupil attendance also needs to be included in Pupil Progress Meetings as additional information to be tracked half termly. This is now possible through the development of additional software for SIMS. Also a greater degree of leadership needs to be in place to further develop and maintain these effective provisions. Towards the end of the academic year it was agreed to add the PP development to that of an AHT to change the whole provision and specifically target individual PP pupils for additional support, be it both to access the curriculum and increased attendance, or to raise attainment.	£26,976.20 (Attendance meetings, staff member dedicated to attendance, Family learning and parenting coordinator)
F. Increased punctuality rates for pupils eligible	Initial observations show that often pupils who arrive late in school are also PP pupils. Weekly analysis of lateness patterns for PP pupils to identify potential support for families through FSF, Learning Mentor etc.	<p>Low:- the punctuality gap between PP and non-PP has grown from 1.8% (2017-2018) to 2.1% (2018-2019).</p>	Next year we will try to provide more intensive support instead, with parental engagement to encourage attendance. Early monitoring is essential to identify where pupils begin to fall in attendance rates. Pupil attendance also needs to be included in Pupil Progress Meetings as additional information to be tracked half termly. This is now possible through the development of additional software for SIMS. Also a greater degree of leadership needs to be in place to further develop and maintain these effective provisions. Towards the end of the academic year it was agreed to add the PP development to that of an AHT to change the whole provision and specifically target individual PP pupils for additional support, be it both to access the curriculum and increased attendance, or to raise attainment.	

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)	Cost
G. Developing 'cultural capital'	Increase the opportunities for pupils eligible for PP to engage with activities which provide world experience, cultural capital and vocabulary from beyond their familiar setting and life experience.	Medium: pupils (and especially those pupils eligible for PP) reported significant benefit from 'additional experience' activities: specifically, the cinema trip was a first ever visit for many PP children to a cinema and the yr6 visit to see War Horse at the theatre provided new vocabulary and supported academic study (providing a deeper understanding of the WW1 topic being studied) Sadly, a number of additional experiences, including theatre trips, careers day and all three planned residential trips were cancelled by Covid-19.	There is no doubt that the provision of 'additional experience' is a vital enrichment of the curriculum, so this approach will be continued as best possible for 2020-21: careful consideration will be needed as to how we can continue to provide enrichment in the post-Covid-19 era (e.g. through visitors to school, online contact etc.). Hopefully, a return to some normality will ensure that residential trips can proceed, as the planning of the school's first international residential (to France) was well under-way for this year. Trips seemed to assist with developing vocabulary when the vocab was visited before and after the excursion – so this approach can be deployed more consistently across the school.	£35,197

8. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk

