



Great Sankey Primary School – Pupil Premium Strategy 2020/21



1. Summary information					
School	Great Sankey Primary School				
Academic Year	2020-21	Total PP budget	£60,005	Date of most recent PP Review	Summer 2017
Total number of pupils	312 342 (Inc Nursery)	Number of pupils eligible for PP	47 Pupils 15% 21% 15/47 SEN	Date for next internal review of this strategy	TBC – Spring Term 2020 /2021

2. Current attainment		
End of Key Stage Two 2018/19 (No data for 2019-20 reported)	<i>% Disadvantaged pupils at GSP (no. of eligible pupils)</i>	<i>% Non-disadvantaged pupils 2018/19 results (National in brackets)</i>
% achieving expected standard or above in reading, writing & maths	77.8 (9)	77.8 (64.8)
% achieving expected standard or above in reading	88.9 (9)	86.7 (73.2)
% achieving expected standard or above in writing	77.8 (9)	84.4 (78.5)
% achieving expected standard or above in maths	88.9 (9)	86.7 (78.7)
End of Key Stage One 2018/19 (No data for 2019-20 reported)	<i>% Disadvantaged pupils at GSP (no. of eligible pupils)</i>	<i>% Non-disadvantaged pupils 2018/19 results (National in brackets)</i>
% achieving expected standard or above in reading	80 (5)	82.2 (74.9)
% achieving expected standard or above in writing	89 (5)	77.8 (69.2)
% achieving expected standard or above in maths	60 (5)	82.2 (75.6)
Y1 Phonics Screen	100 (2)	91.1 (81.9)
EYFS % of pupils attaining a Good Level of Development	50% (2)	84.1 (71.8)

3. Barriers to future attainment (for pupils eligible for PP)	
In School Barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Gaps in knowledge and basic skills due to school closure and lack of home support.
B.	Social and emotional challenges / self-esteem / resilience / separation anxiety / attachment

C.	Reading (phonics, fluency, attitudes and comprehension)	
D.	Speech and language	
E.	Understanding of key maths strategies, linked to fluency, varied fluency and application – KS2	
F.	Access to extra-curricular and enrichment activities	
G.	Special Educational Needs for KS2 pupils (SEN – 15/47 = 21%)	
Additional barriers (including issues which also require action outside school, such as low attendance rates)		
H.	Lack of access to technology / online devices to support home and online learning.	
I.	Small proportion receive limited amount of support for learning from home	
J.	Low levels of attendance of some disadvantaged pupils	
4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Reduce gaps in basic skills across both Maths and English for disadvantaged children.	Attainment and progress of disadvantaged children more in line with those of their peers in reading, writing and maths.
B.	Improved self-esteem leading to a more positive approach to school-work, school life resulting in good and better progress.	Disadvantaged pupils with SEMH will have limited recorded behaviour incidents on CPOMs and be making progress in line with and / or above their peers in reading, writing and maths.
C.	All disadvantaged pupils will read frequently, leading to increased fluency, stamina and an improved progress	School reading records demonstrate that the pupils are reading frequently (at least x4 a week) Reading fluency increased, reading age improved and increase in standardised scores from NFER assessments.
D.	Improved progress by our disadvantaged pupils in all areas of speech and language and general oracy skills	Disadvantaged pupils make improved progress in language and communication, successfully complete speech and language programmes and Early Talk boost interventions, alongside Nuffield Early Language Intervention (Government Initiative).
E.	Strong progress in maths, demonstrating secure fluency and application for disadvantaged pupils	Increased progress and attainment for disadvantaged pupils in line with and / or above their peers in maths
F.	Improved holistic development of disadvantaged pupils	Disadvantaged pupils will have access to all enrichment activities and external trips, including across school and TCAT. GSP recognises in the current situation this can't always happen and plans for virtual enrichment sessions to be available for pupils to access.

G.	Improved outcomes and support for disadvantaged pupils who are also SEN	All disadvantaged pupils who are also SEN make good and better progress from their starting points.
H.	All disadvantaged pupils able to access and engage with home / online learning opportunities in the event of further school closure.	All disadvantaged children engaging with school online learning platform and virtual lessons from teaching staff. School and disadvantaged pupils in receipt of technology from government disadvantaged scheme. Effective allocation of budget spending to ensure all disadvantaged pupils have access to technology at home. Informative communication to families and staff of effective use of technology and online learning platforms at home.
I.	Increased parental / carer involvement and support for disadvantaged pupils	Families will be engaged in school, attend open evenings, respond to workshops, guidance and support. In current circumstances, families encouraged to attend virtual events.
J.	Attendance levels are high for some disadvantaged pupils. (Excluding COVID X Code)	Disadvantaged pupil attendance is improved / improving and support is in place to swiftly support families and children where attendance is not in line with their peers. Closer monitoring of disadvantaged pupils where attendance drops due to COVID Code X – ensuring teaching staff make regular phone calls and monitor online engagement.

5. Review of Expenditure

Previous Academic Year		2019 / 20		
i. Quality of teaching for all				
Action	Intended outcome	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>Dedicated CPD for teaching staff to support quality first teaching in the classroom. By ensuring teaching staff have the necessary knowledge and skills to accelerate learning and meet the needs of those at risk of not meeting ARE, we can support children in meeting their targets.</p> <p>High quality text led approach to the teaching of English.</p>	<p>To further improve achievement in reading so that children have best possible chances of meeting expectations – particularly in moving children towards GDS standard.</p> <p>Continue to improve achievement in RWM that all children receiving PP in Y3, 4 and 5 will make at least expected progress and meet National Expectations and some will exceed.</p> <p>Staff CPD to support with planning and delivering GSP Reading approach – focus on questioning skills and questions that promote higher cognitive thinking.</p> <p>Improved self-esteem leading to a more positive approach to schoolwork, resulting in good and better progress being made.</p>	<p>CPD delivered in relation to quality first teaching – English planning approach, whole class reading, retrieval practice. Retrieval practice now an integral part to all core lessons across school and developing In use across foundation subjects. English planned In phases with greater emphasis on outcomes.</p> <p>Whole class reading approach started in school from Y3/4 upwards – greater emphasis on higher level inference skills.</p> <p>Y6 Autumn Outcomes – 20% = 9/45 pupils are PP 56% = 5/9 targeted to achieve R, W, M combined 89% = 8/9 ARE+ Reading 67% = 6/9 ARE+ writing 78% = 7/9 ARE+ maths 11% 1/9 = targeted GD in maths Improved outcomes from end of previous year – more in line with national average.</p>	<p>Early monitoring of reading and teaching shows investment in teacher CPD to be having a positive impact on standards in the classroom, including PP children. Whole class reading approach was developing across KS2 and showed to be increasing standards – particularly those at the end of KS2 (see autumn term test scores).</p> <p>High quality text led approach continues to inspire high quality writing – PP children books looked at during cross trust moderation, including as part of LA moderator interview. PP/ English lead led the TCAT primary English Hub to share in good practice.</p> <p>Investment in staff CPD to continue to support QFT – including TCAT Leadership schemes, NPQEL, NPQH, NPQSL, NPQML + LA moderator training.</p>	<p>£3,500</p>
ii. Targeted support				
<p>Dedicated UKS2 teaching support through DH in Maths, Reading and Writing. Evidence over previous years has shown by targeting our children at the end of KS2 , we can help them to make accelerated progress to assist in ensuring they meet their targets and ARE expectations.</p>	<p>To support Y6 with the use of DHT teaching in Y6 alongside the two class teachers for 4 mornings a week – current Y6 PP data weaker than in other year groups / additional support in place to ensure disadvantaged children meet and exceed those their peers are achieving.</p>	<p>Y6 Autumn Outcomes – 20% = 9/45 pupils are PP 56% = 5/9 targeted to achieve R, W, M combined 89% = 8/9 ARE+ Reading 67% = 6/9 ARE+ writing 78% = 7/9 ARE+ maths 11% 1/9 = targeted GD in maths Improved outcomes from end of previous year – more in line with national average.</p> <p>Targets from PP meetings being met at end of autumn term and continuing into spring term 2020.</p>	<p>Targeted approach, particularly in Maths continues to have positive impact on pupil outcomes. New approach to the teaching of reading showing improved progress from pupils and high-quality texts in English presenting positive writing outcomes.</p> <p>DHT/HoS to continue with Maths streaming in Y6 next academic year to support in plugging gaps.</p>	<p>£29,700 including support staffing.</p>

<p>To continue with Early Talk Boost in + Speech and Language therapy.</p>	<p>Improved outcomes for Communication Language and Literacy</p> <p>Raise speech and language attainment / social skills of pupils with individual needs – having positive effect on core learning.</p>	<p>Children making good progress in Speech and Language groups being able to access core learning – PP targets being met for RWM – focus on Y6 due to previous outcomes.</p> <p>Good engagement from some pupils with S+L over period of school closure – packs and resources provided from S+L lead to support parents and children at home.</p>	<p>High quality sessions delivered from in house S&L TA continue to promote good communication skills. Due to school closure, assessments and programmes were paused in the spring term. Continued support provided to pupils and parents at home from S&L lead through use of personalised packs and resources to support pupils’ individual programmes.</p> <p>Programmes to continue next academic year with reinvestment in TA S&L lead.</p>	<p>£4500 educational resource costs.</p>
<p>Phonic approach, using Read Write Inc for consistency of approach.</p>	<p>High standards of phonics screening, especially for disadvantaged pupils meeting the same standards as peers</p>	<p>Small group teaching and regular monitoring of programme from phonics lead allowed for targeted teaching and fluid groups. Monitoring showed effective teaching and rapid progress seen in some groups. See March monitoring sheet. Pupils on track to meet targets.</p> <p>Due to closure, phonics lead and teachers recorded videos to complement each phonics set and phase to ensure pupils had access to phonics sessions during periods of school closure.</p>	<p>Small group and targeted approach works well in ensuring attainment and progress of all pupils – including disadvantaged. Positive responses from parents in relation to phonic videos.</p> <p>Approach and investment in scheme to continue in to new academic year.</p>	<p>Resources £470</p> <p>Staffing £8,500 inc. £29,700sup port staff.</p>

<p>All disadvantaged pupils read frequently, leading to increased fluency and understanding</p> <p>Reading Plus</p>	<p>TA support for additional reading sessions, particularly in KS1 including training reading buddy programme</p> <p>Continue to improve achievement in RWM that all children receiving PP in Y3, 4 and 5 will make at least expected progress and meet National Expectations and some will exceed</p> <p>Higher rates of reading in all disadvantaged pupils, leading to increased</p>	<p>Excellent progress seen in EOKS2 assessments with increase in those achieving GDS scaled scores from autumn term from 6 – 13. Of those, 2 were PP children. This is an increase from targets set at PP meetings in autumn term.</p> <p>PP targets / attainment at the end of autumn term assessments – all pupils in line with and above national.</p> <p>For most pupils, good evidence of reading at home through monitoring of reading planners.</p>	<p>Whole class reading having a positive impact across KS2, alongside investment in Reading Plus. Engagement in Reading Plus not as high over previous terms as other year groups and new approach to the teaching of reading means less time dedicated in reading sessions to use of the programme. Investment in teacher CPD has meant greater emphasis on QFT and teacher knowledge.</p> <p>Reading Plus not to be renewed in next academic cycle.</p>	<p>£6,200 educational resource costs.</p>
<p>Dedicated TAs per phase for focused intervention for pupils at risk of not meeting targets and leading on impact of provision</p> <p>Dedicated investment in TA fully trained to deliver all speech and language programmes in school.</p>	<p>Improved progress for targeted pupils</p> <p>Successful completion of Speech and Language programmes and improved oracy</p>	<p>Observation of TA's working with groups showed effective targeting as part of T&L reviews in most year groups. Autumn term data showed PP meeting targets were aspirational and children working well towards these bases on assessment outcomes.</p> <p>Speech and Language programme well established with pupils working well on their targets – effective in house S&L lead in place. These will be picked up and continued into the next academic year.</p>	<p>Dedicated TA's working well in phases with intervention groups fluid and planned in liaison with SENDCo. New timetables established In Spring term 2020 before school closure.</p> <p>TAs per phase to continue into next academic year with S&L programmes picked up in Autumn term. S&L programme support provided to pupils over lockdown with resource packs and phone calls from school S&L lead.</p>	<p>£8,500 inc. £29,700 support staff.</p>

<p>Dedicated TA support in Y1 and Y2 across the academic year to support PP pupils.</p> <p>Targeted intervention for children in KS1 delivered by TA every afternoon with targeted intervention for KS2 pupils to take place from Spring Term 1 with DH.</p> <p>Dedicated support package for TAs allocated with TCAT to promote further professional development.</p>	<p>Improved progress and skills for targeted pupils</p> <p>Upskills of teaching assistants to ensure high quality delivery, keeping on improving quality</p>	<p>Good progress seen from pupils in Y1&2 from starting points in Autumn term and evidence in books supports this from Spring term PP monitoring.</p> <p>One child / two in Y1 targeted to achieve RWM combined. Second child on SEND register and has 1:1 support. Good progress seen here.</p> <p>Afternoon interventions started in Spring term but abrupt finish due to school closure.</p> <p>TA CPD sessions attended – vocabulary focus.</p>	<p>TA in class support working well with interventions set up and started running from Spring term. Training in Echo reading and inference training delivered early spring term and started February 2020. No formal assessment taken place – to continue Autumn term.</p> <p>Dedicated TA per key stage for next academic year to support interventions.</p>	<p>£8,500 inc. £29,700 support staff.</p>
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iii. Other approaches

<p>Dedicated pastoral lead support for families and vulnerable children in school.</p> <ul style="list-style-type: none"> -Personal and social support from Pastoral Lead -Nurture sessions delivered by Pastoral Lead and TA -Behaviour programme delivery -Time to talk support -Lunchtime availability and club supported by Pastoral Lead and Senior Leaders -Parental engagement and support -Attendance -Personal and social support -Post adoption links with WISH and completion of Early Help Plan to support family. -Specialist tuition from music tutor to further enrichment opportunities for pupils in school with free small group music tuition in drumming. 	<p>Improved self-esteem leading to a more positive approach to schoolwork, resulting in good and better progress being made.</p> <p>Improved parental support and engagement</p> <p>External agencies supporting with individual needs</p>	<p>Pastoral lead worked with individual children throughout Autumn – Spring term. Good relationships built / established with families and support from early help providers in place.</p> <p>Staff CPD from Warrington Early Help to support wider staff in identifying needs of children and families.</p> <p>Lunchtime support provided daily from SLT – reduced behavioural issues.</p> <p>Music tuition continued through to Spring term 2020 – raising aspirations and cultural capital.</p> <p>Post Closure – Daily / Weekly welfare calls from school pastoral lead and DSL’s to support families. School places provided for some vulnerable and disadvantaged pupils.</p>	<p>Effective work from school pastoral lead in establishing and maintaining supportive relationships with vulnerable school families. Lunchtime and afternoon support effective in supporting behaviour and vulnerable children.</p> <p>Referral made with Warrington Behavioural team for one pupil to provide support – 1:1 TA appointed.</p> <p>Pastoral lead role to continue with referral system set up from Autumn term. Continue to be non-class based to support children and families.</p> <p>Specialist music tuition – retirement of music tutor. Drumming enrichment to move in house.</p> <p>CPOM system continues to be utilised effectively by all staff – to continue.</p>	<p>£29,700 – support staff budgets. Non class-based role.</p>
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<p>Attendance monitoring -first day response -letters / nudges -attendance awards -key children identified, fortnightly review -focused conversations with pupils and families</p>	<p>Improved attendance for disadvantaged pupils.</p>	<p>NB: See Attendance figures from PV.</p> <p>Pastoral lead worked well in liaison with social care and other agencies to support in improving attendance for some persistent absence.</p> <p>Support provided from school and letters / meetings held with HT to support improving attendance.</p>	<p>Attendance monitoring to continue – particularly around minority of pupils with persistent absence and those that falls below national expectations.</p>	
<p>Play Therapy, OT support, specialist consultants</p>	<p>Addresses needs of specific children who have experienced early trauma in their live Focusing on improving pupils' SEMH</p>	<p>Specialist support and consultant visits for supporting school staff in working with children + early trauma. Assessments from Warrington behaviour team to provide strategies on improving pupils' SEMH.</p>	<p>1:1 support assistant hired in Spring term 2020 - to continue.</p> <p>Continues support provided to families and pupils post school closure from School Pastoral Lead, Early Help and Scholl staff – welfare calls.</p>	<p>£2900 of visiting consultants and specialist staff.</p>

<p>Subsidised school uniform and all trips</p>	<p>All disadvantaged pupils have access to school uniform and access to all trips, including residential experiences.</p>	<p>All disadvantaged pupils have access to school uniform and access to all trips, including residential experiences. Raising aspirations and experiences of all disadvantaged pupils. Post closure – Pupils provided with FSM vouchers and technology support from school to support in ensuring access and engagement in home learning. See Health Check Report.</p>	<p>All children in school with correct uniform and have access to enrichment / extra – curricular opportunities. Good uptake of residential visits and wider curricular opportunities from PP children across school – raising their aspirations and experiences.</p> <p>Evidence collated in Enrichment Impact report – SR.</p>	<p>£2700 – Educational Visits & Enrichment £750 Uniform Subsidy</p>
<p>Enrichment programme + Children’s University</p>	<p>Disadvantaged pupils have access to all enrichment activities, increasing their cultural capital, self-esteem and life experiences</p>	<p>Disadvantaged pupils have access to all enrichment activities, increasing their cultural capital, self-esteem and life experiences Evidence collated in Enrichment Impact report – SR.</p>	<p>Enrichment programme to continue post COVID when safe to resume clubs, trips and visits / visitors into school.</p>	<p>£2500</p>

Total Spending = £53,320

**Academic year**

2020/21 This plan is constantly under review. Termly updates take place and are closely linked to the school and trust strategic objectives for disadvantaged and vulnerable children.

This plan runs alongside and interleaves with our Catch-Up Premium Strategy 2020/21, which is also published on our school website. Following baseline assessments and a review of the previous Pupil Premium Strategy, some actions will remain in place due to partial closure. As a result of the everchanging and current COVID pandemic, this Pupil Premium Strategy will be closely monitored to ensure we are targeting our most vulnerable children with the greatest impact. This strategy is also informed by the latest evidence-based research and published reports, such as from the EEF and Sutton Trust.

We follow the EEF three-tiered approach: Quality Teaching For All, Targeted Support, Additional Approaches and all strategies are underpinned by the EEF implementation process of Explore, Prepare, Deliver, Sustain.

i. Quality of teaching for all

Action	Intended outcome	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>Dedicated CPD for teaching staff to support quality first teaching (QFT) in the classroom. By ensuring teaching staff have the necessary knowledge and skills to accelerate learning and meet the needs of those at risk of not meeting ARE, we can support children in meeting their targets.</p> <p>School improvement projects linked to NPQ projects to target basic skills – reading, spelling.</p>	<p>To further improve achievement in reading so that children have best possible chances of meeting expectations – particularly in moving children towards GDS standard at the EOKS2.</p> <p>Continue to improve achievement in RWM that all children receiving PP in Y3, 4 and 5 will make at least expected progress and meet National Expectations with some exceeding.</p> <p>Staff CPD to support with planning and delivering GSP whole class reading approach</p> <p>Improved + sustained outcomes across reading, SPaG with NPQ projects linked to school improvement areas.</p>	<p>National strategies, Excellence for All.</p> <p>EEF deems QFT to have a disproportionate advantage to disadvantaged pupils.</p> <p>Quality of feedback and policy- EEF and Sutton Trust value verbal feedback as the most effective, high impact and low cost.</p>	<p>Quality CPD programme, delivered by in-house practitioners, Trust representatives and hub work.</p> <p>Monitoring programme to support QA and impact in the classrooms and for the disadvantaged pupils.</p>	<p>VB</p> <p>TG</p> <p>LW</p>	<p>Termly CPD</p> <p>Staff internal CPD – see staff meeting and monitoring plan</p>
<p>Dedicated UKS2 teaching support through HoS in Maths. Evidence over previous years has shown by targeting our children at the end of KS2 we can help them to make accelerated progress.</p>	<p>To support Y6 with the use of HoS teaching in Y6 alongside the two class teachers for 4 mornings a week – key maths objectives missed during school closure so targeted teaching will help to focus children and ensure accelerated progress is made.</p>	<p>Smaller group teaching / tuition, gaining extra feedback and direct teaching.</p> <p>The Sutton Trust – moderate impact for a high cost.</p> <p>Own tracking has demonstrated proven positive impact in outcomes for disadvantaged pupils. Pupils will also receive extra feedback, evidenced as high impact. Sutton Trust and EEF, feedback, high impact, low cost</p>	<p>Monitoring programme</p> <p>Data collection</p> <p>Moderation</p> <p>Fluidity of groups (important for maximum impact)</p>	<p>DE</p> <p>NW</p> <p>LW</p>	<p>Termly pupil progress meetings</p> <p>Termly data collection and review</p>

Whole school assessments in Reading and Spelling to pin-point key gaps and identify disadvantaged pupils with lower than expected reading / spelling ages. CPD delivered during September opening to ensure coverage and recapping of maths objectives.	Teaching staff to clearly identify pupils, including disadvantaged, where Spelling, Reading ages are below expected and identify gaps in learning. Planned interventions to target groups of pupils. Ensuring key maths objectives from previous year are recapped and built upon to consolidate and extend basic maths skills.	EEF / Sutton Trust – Retrieval Practice / low stakes testing – low cost – high impact. Early identification of gaps and will allow for timely intervention and quality first teaching to take place building upon lost and prior knowledge.	Early staff CPD in administering ‘age’ assessments – low stakes. Timely completions – Autumn ½ term 1. Data collection. Planned intervention + quality first teaching.	LW TG Staff	Termly pupil progress meetings. 2 x data drops Data collection / review.
Whole school approach to teaching of Reading – Whole class in KS2 upwards will allow for more frequent teaching and assessment of key reading skills with strong focus on improving comprehension. Targeted reading intervention delivered by TAs supported by SF, JH NPQML projects. (Subject to change do to COVID).	Pupils exposed to more regular reading lessons across the week through part of whole class reading with strong emphasis placed on developing comprehension skills, fluency and attitudes to reading. Intervention programmes ran by J’AM, JH and SF linked to NPQ projects. (Subject to COVID restrictions).	EEF Research – Echo Reading. Whole class reading research – impact vs approach. Early adoption of whole class reading in KS2 from previous academic year showed good impact – particularly in improving scores at EOKS2 between Aut and Spr.	Staff CPD Data Collection Quality First Teaching Monitoring Schedules	LW TG Staff	Termly pupil progress meetings. 2 x data drops Data collection / review.
Total budgeted cost					£11,509.81

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To continue with Early Talk Boost + Engage with Nuffield Early Language sessions – early speech and Language development.	Improved outcomes for Communication Language and Literacy Fully trained staff to deliver Early Talk Boost and Nuffield Early Language.	EEF interventions - Smaller group teaching, gaining extra feedback and direct teaching. The Sutton Trust – moderate	Tracking of pupils included in Early Talk Boost and Talk boost. Dedicated trained member of staff in Nursery / Reception.	JW SJ / LM AMc JMH	Completion of intervention and tracking of progress

<p>Phonic approach, using Read Write Inc for consistency of approach</p>	<p>High standards of phonics screening, especially for disadvantaged pupils meeting the same standards as peers.</p> <p>Narrow any gaps from children who missed phonics screening in Y1 who have moved into Y2.</p>	<p>Smaller group teaching / tuition, gaining extra feedback and direct teaching.</p> <p>The Sutton Trust – moderate impact for a high cost.</p> <p>Own tracking has demonstrated positive impact in outcomes for disadvantaged pupils.</p>	<p>Monitoring programme by phonic lead</p> <p>Tracking of pupils on RWI progress chart and progress through phases</p>	<p>JF</p> <p>All Tas</p>	<p>6 weekly monitoring</p> <p>Phonic group assessments</p>
<p>All disadvantaged pupils read frequently, leading to increased fluency and understanding</p>	<p>TA support for additional reading sessions (Where appropriate with COVID restrictions)</p> <p>Training reading buddy programme when appropriate post COVID.</p> <p>Continue to improve achievement in RWM that all children receiving PP in Y3, 4 and 5 will make at least expected progress and meet National Expectations and some will exceed. Use of Reading Age assessments.</p>	<p>Smaller group teaching / tuition, gaining extra feedback and direct teaching.</p> <p>Own tracking has demonstrated proven positive impact in outcomes for disadvantaged pupils.</p>	<p>Regular monitoring, part of drop ins, reviewing reading ages, levels of books and progress through independent choices matched with phonic phases</p> <p>Monitoring plan</p>	<p>TG</p> <p>LW</p> <p>NW</p>	<p>Frequent monitoring (SLT, reading lead)</p> <p>Formal data collections termly</p> <p>Pupil progress meetings termly</p>
<p>TAs for focused intervention for pupils at risk of not meeting targets and leading on impact of provision. (Subject to COVID restrictions and bubble crossing.)</p> <p>Continued investment in TA fully trained to deliver all speech and language programmes in school.</p>	<p>Improved progress for targeted pupils</p> <p>Successful completion of Speech and Language programmes and improved oracy</p>	<p>Data shows effective diminishing of differences in EYFS following dedicated focused PP TA, therefore focused to whole school to ensure individual staff are deployed most effectively.</p> <p>Reducing barriers to learning and developing effective literacy skills.</p>	<p>Feedback from TAs</p> <p>Monitoring of interventions and progress of pupils</p> <p>Review of Speech and Language programmes and successful development of pupils communication skills.</p>	<p>NW</p> <p>TG</p> <p>NW</p> <p>JP</p>	<p>6 weekly intervention reviews</p> <p>Review after each S&L programme</p>

<p>Dedicated TA support in Y1, Y2 and UKS2 across the academic year to support PP pupils.</p> <p>Potential recruitment of additional TA (LKS2) to support with Catch Up (Linked with Catch Up Premium Strategy)</p> <p>Targeted intervention for children in KS1 & KS2 delivered by TA every afternoon following early GAP analysis and low stake testing in autumn term.</p> <p>Dedicated TA CPD support in house to promote further professional development. (Including external PD where relevant.)</p>	<p>Improved progress and skills for targeted pupils</p> <p>Upskills of teaching assistants to ensure high quality delivery, keeping on improving quality</p>	<p>Reducing barriers to learning and developing effective literacy skills</p> <p>Smaller group teaching / tuition, gaining extra feedback and direct teaching.</p> <p>The Sutton Trust – moderate impact for a high cost.</p> <p>Own tracking has demonstrated positive impact in outcomes for disadvantaged pupils.</p>	<p>Feedback from Tas</p> <p>Monitoring of interventions and progress of pupils</p> <p>Staff voice</p> <p>CPD feedback and evidence of implementation in delivery</p>	<p>TG NW LW</p> <p>VB SLT All TAs</p>	<p>6 weekly intervention reviews</p> <p>Review after each planned CPD session</p>
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Total budgeted cost £19,686.21

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>Ensure appropriate plans are in place to support disadvantaged pupils in the event of local and / or further school closures through blended learning opportunities.</p> <p>Provide technology loans to pupils who may not have access to the necessary equipment at home to support them with home / blended learning tasks.</p>	<p>All disadvantaged pupils have access to technology support and are able to engage with online learning platform, removing the barrier between PP and non-PP.</p> <p>PP pupils engage with online learning platform as regularly as their peers.</p> <p>All disadvantaged pupils have access to technology support at home to access school online learning platforms – supporting both home / online and blended learning.</p>	<p>Government research into PP vs non-PP engagement over school closures.</p> <p>School health check into disadvantaged pupils over lockdown.</p> <p>Government research into PP vs non-PP engagement over school closures.</p> <p>School health check into disadvantaged pupils over lockdown.</p>	<p>Implementation and continued use of school online learning platform following school closures – this will be utilised for homework, spellings, key class documents etc to ensure all children can access their online classroom should need arise.</p> <p>Early investment in school online learning platform from Autumn term will quickly identify pupils who cannot engage with technology and blended learning expectations.</p> <p>Regular and open contact with parents to ensure home support is in place.</p>	<p>TG DE Teachers</p> <p>TG DE Teachers</p>	<p>Termly</p> <p>Termly</p>
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<p>Explore the opportunity of Learn by Questions as a tool to further support catch up, post COVID 19.</p>	<p>Reducing the attainment / progress gap between PP and non-PP pupils. Ensuring effective gap analysis is in place to target disadvantaged pupils in relation to areas of need / catch up.</p> <p>Ensuring attainment of PP pupils is in line with or above those of their peers where appropriate.</p>	<p>EEF research into evidence-based resource base into approaching school catch up.</p>	<p>Consistent approach across classes / year groups.</p> <p>Early identification of gaps for PP pupils and targeted approach based on trial period.</p>	<p>VB LW TG</p>	
<p>Explore the opportunity of National Tutoring programme to support catch up of disadvantaged pupils, post COVID 19.</p>	<p>Reducing the attainment / progress gap between PP and non-PP pupils. Ensuring effective gap analysis is in place to target disadvantaged pupils in relation to areas of need / catch up.</p> <p>Ensuring attainment of PP pupils is in line with or above those of their peers where appropriate.</p>				

<p>Dedicated pastoral lead support for families and vulnerable children in school.</p> <ul style="list-style-type: none"> -Personal and social support from Pastoral Lead -Nurture sessions delivered by Pastoral Lead and TA -Behaviour programme delivery -Time to talk support -Lunchtime availability and club supported by Pastoral Lead and Senior Leaders (When able to operate due to COVID restrictions). -Parental engagement and support -Attendance -COVID X code monitoring - Persistent absence monitoring -Personal and social support -Early Help support 	<p>Improved self-esteem leading to a more positive approach to schoolwork, resulting in good and better progress being made.</p> <p>Sustained improvement in parental support and engagement</p> <p>External agencies supporting with individual needs</p> <p>Utilise trust attendance Service Level Agreement (SLA) to support with persistent absentees.</p>	<p>Review shows increasing needs for pastoral and nurturing support in school. Research shows lack of attendance, parental engagement and personal barriers to learning results in the needs of the individual not being met.)</p> <p>EEF research demonstrates meta-cognition high impact for improving progress</p>	<p>Bespoke programmes depending on need</p> <p>Part of individual termly reviews</p> <p>Monitoring of internal referrals</p> <p>CPOM entries</p>	<p>SL</p>	<p>Regular reviews, depending on individual need of pupils</p> <p>CPOM monthly audit reviews</p>
<p>Attendance monitoring</p> <ul style="list-style-type: none"> -first day response -letters / nudges -attendance awards -key children identified, fortnightly review -focused conversations with pupils and families 	<p>Improved attendance for disadvantaged pupils</p>	<p>Outcomes can only be improved if the pupils are in school</p> <p>EEF trial aimed at prompting parental engagement through text message alerts delivered a small positive impact and at low cost. Phone calls home deemed effective</p>	<p>Pastoral lead conducts first day response and monitoring of attendance daily.</p> <p>Brings to Safeguarding meetings</p> <p>Calls / visits as necessary to get the pupils into school.</p> <p>Monitor improvements during regular attendance meetings with HoS, Pastoral lead and secretary.</p>	<p>VB LW SL PV</p>	<p>Monthly attendance reviews</p> <p>Daily checks on key pupils</p>

Introduce Spelling Shed intervention programme to support with spelling support across school.	Higher rates of engagement and improvement in spelling ages / basic skills of disadvantaged pupils.	Introduction of NNS has ensured a consistent approach to the teaching and delivery of spelling but further engagement in spelling practise is needed beyond the classroom. Success of other online learning platforms in addressing basic skills / impact (TT Rock stars etc).	English / Writing lead to monitor Weekly check in to monitor progress and engagement.	TG DE	Data collection Spelling Shed monitoring
Liaise with Play Therapy, OT support, specialist consultants and school SENDCO to support disadvantaged needs. Liaise with trauma support – INSET to support disadvantaged pupils on return to school post Pandemic.	Addresses needs of specific children who have experienced early trauma in their live Focusing on improving pupils' SEMH	Developing 'holistic approach and experiences for disadvantaged pupils depending on need	Bespoke programmes depending on need Part of individual termly reviews Monitoring of internal referrals	NW SL	Bespoke depending on need and engagement for pupils
Subsidised school uniform and all trips	All disadvantaged pupils have access to school uniform and access to all trips, including residential experiences.	Sutton Trust low impact however internal reviews demonstrate need for some pupils and ensuring engagement with wider enrichment opportunities	Tracking of pupils engaged with trips Ensure uptake of school uniform vouchers with direct conversations	VB LW PV	Annual review for uniform Review uptake per trip
Implement school enrichment programme to support enrichment and experiences of disadvantaged / vulnerable pupils. (Create a blended approach to enrichment in light of current restrictions.)	Disadvantaged pupils have access to all enrichment activities, increasing their cultural capital, self-esteem and life experiences Access to online enrichment offer where current restrictions are in place.	Developing 'holistic approach and experiences for disadvantaged pupils	Tracking of pupils attending enrichment sessions / involvement in roles in school etc. Pupil voice for impact from their point of view	SR NW	Half termly updates
Maintain engagement and relationship with Children's University	Raising aspirations and experiences of all disadvantaged pupils	EEF research demonstrates meta-cognition high impact improving progress	Tracking of pupils attending enrichment sessions / involvement in roles in school etc. – Ensure variety of extra-curricular and enrichment opportunities are on offer.	SR NW	Half termly updates Annual celebration event
Total budgeted cost					£28,803.98

6 Additional detail

A key focus within the school this academic year is to ensure early identification of any disadvantaged pupils in need of support and catch up intervention due to the COVID 19 school closures. Whilst every effort was made to ensure pupils had access to necessary technology and resources, it is right to acknowledge differing levels of engagement – see school closure 'PP Health Check' report for further details.

Following on from a key focus last year, the school will continue to make use of evidence informed practice to improve outcomes for our pupils and ensure interventions or resources put in place have the desired impact. Using the EEF guide to Pupil Premium Spending, along with the Sutton Trust research, we have structured our areas of spends into the three categories of: Teaching, Targeted Academic Support and Wider Strategies broken down into key targets / barriers to learning.

Individual plans for every disadvantaged pupil are reviewed formally each term alongside pupil progress meetings and regular reviews and monitoring by the lead pupil premium teacher.

An identified governor with responsibility for overseeing provision for disadvantaged pupils makes visits to monitor and discuss provision and reports directly to governors.

The school is part of the Trust's Disadvantaged Hub, led by the EHT of GSP. We look at Trust wide strategies to narrowing the disadvantaged gap.

Disadvantaged pupils have made good progress at GSP from their starting points across the school. This is to the bespoke approach we lead on PP.