



Ladygrove Primary School
Pupil Premium Strategy
Academic Year 2019-2020

Pupil premium strategy statement (primary)

1. Summary information					
School	Ladygrove Primary School				
Academic Year	2019/20	Total PP budget	£65,352	Date of most recent PP Review	July 2019
Total number of pupils	324	Number of pupils eligible for PP	44	Date for next internal review of this strategy	July 2020
		Number of pupils entitled to EYPP	5		

2. Current attainment			
	<i>In school pupils eligible for PP 2019 data (our school)</i>	<i>Pupils not eligible for PP 2019 data (national average)</i>	<i>All Pupils nationally 2019 data</i>
% achieving ARE or above in reading, writing & maths (Y6 2017 SATS)	50%	Not yet available	64%
% achieving ARE in reading (Y6 2019 SATS)	75%	Not yet available	75%
% achieving ARE in writing (Y6 2019 SATS)	75%	Not yet available	78%
% achieving ARE in mathematics (Y6 2019 SATS)	50%	Not yet available	75%
% achieving ARE in SPAG (Y6 2019 SATS)	75%	Not yet available	78%
% Key stage 1 -2 progress in reading (Y6 2019 SATS)	Not yet available	Not yet available	Not yet available
% Key Stage 1-2 progress in writing (Y6 2019 SATS)	Not yet available	Not yet available	Not yet available
% Key Stage 1-2 progress in maths (Y6 2019 SATS)	Not yet available	Not yet available	Not yet available
% achieving ARE in Reading (Y2 2019 SATS)	57%	Not yet available	Not yet available

% achieving ARE in Writing (Y2 2019 SATS)	29%	Not yet available	Not yet available
% achieving ARE in Maths (Y2 2019 SATS)	29%	Not yet available	Not yet available
% achieving ARE in Phonics (Y1 2019 Phonic screen)	57%	Not yet available	Not yet available
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)			
A.	Early Language skills are not as developed as all of their peer group.		
B.	Some children exhibit poor self-confidence and self-esteem.		
C.	Attitude to learning can hinder academic progress.		
D.	Significant number of children have coupled SEND vulnerabilities.		
E.	Some children have poor self-regulation strategies.		
F.	Less phonological awareness in EYFS and KS1 and independent spelling strategies.		
G.	Less fluent in maths.		
H.	Number of children exhibit symptoms of attachment		
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)			
I.	Lower attendance rates/ more frequent lateness than non PPG peer group.		
J.	Higher rates of persistent absence when compared to non-PPG children.		
K.	Higher percentages of children requiring intervention from other services (e.g. Family Intervention, CAMHS, Social Services) compared to non-PPG		
L.	Some children come from backgrounds with parental mental health difficulties		
M.	Some children do not complete homework or read at home.		
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria	

A	To improved children’s vocabulary.	Increase in percentages of children achieving GLD in Speaking, Listening and Understanding at the end of EYFS. Increase in percentages of children who achieving ARE in reading, writing and Maths in KS1 and KS2.
B	To increase key children’s ability to self-regulate emotions.	Reduction in incidents for targeted PPG children.
C	To improve phonics knowledge and spelling outcomes.	Increase in PPG children passing phonic screen and attaining in line with national levels GPS at the end of Y6.
D	To improve the progress of children who are SEND/ PPG.	Children who have the coupled vulnerabilities of SEND and PPG to make increased progress.
E	To improve PPG children’s fluency in maths.	Higher percentages of PPG achieving ARE in maths. Higher percentages of PPG children achieving Greater Depth in Maths.
F	To improve the reading standards of PPG children.	Increase in the percentages of children achieving ARE in Reading at the end of KS1 and KS2.
G	To improve combined attainment of PPG children by the end of KS2.	Increase in the percentages of children achieving ARE in Reading, Writing and Maths.
H	To increase the number of PPG children who attain Greater Depth in reading, and/ or Writing and/ or Maths in KS1 and KS2.	Higher percentages of children attaining Greater Depth in KS1 and KS2.
I	To improve attendance of PPG children.	PPG attendance to be in line with non-PPG attendance.
J	To reduce the number of PPG children who are classed as persistently absent.	Reduction in percentage of PPG children who are classed as persistently absent.

K	To improve parental engagement with PPG families.	Higher number of PPG children’s parents attending sessions within school (e.g. reading information sessions) and Family Learning activities.
L	To increase participation in enrichment activities.	Increase the percentages of PPG children who attend clubs and take music lessons.

i. Quality of teaching for all pupils:					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve the vocabulary skills of children in school.	Intervention for Speech and Language in EYFS. Vocabulary focus at the start of topics in Science and Foundation subjects. Clear vocabulary focus in maths which is written into the calculation policy. Training for TAS in developing Maths and Science vocabulary.	Previous EYFS Speech and Language interventions have been successful in ensuring that children’s language is school ready. This has meant that key children understand far more what is going on within the classroom and are better able to interact with their peers. PPG research shows that PPG children generally are exposed to less language prior top starting school. Having a vocabulary focus ensures that children are exposed to rich language. Education Endowment Foundation. Communication and Language approaches in EYFS + 6 months.	Monitoring by the Senior Leadership in relation to non-negotiable practise in relation to vocabulary development. SENDCO to monitor the quality of Speech and Language interventions.	Emily Guess.	Termly review of data for EYFS. Progress for children involved in intervention to be tracked termly by the SENDCO.
					Speech and Language interventions. Cost: £1,500 Reception Vocabulary training in Maths and Science for the Teaching Assistant Team: £500 in additional hours staffing costs for x 2 hours training.

To improve Y1 Phonics outcomes for PPG children.	<p>Systematic teaching of phonics using Letters and Sounds approach. Clear links made blending for reading and segmenting for spelling. Daily written focus to make links with spelling.</p> <p>Additional training for TAS new to teaching phonics/ refresher for all staff teaching phonics.</p> <p>Phonics audit by external consultant.</p> <p>Purchase of the phonics tracker assessment programme to support with bespoke interventions for children.</p> <p>Phonics audit by external consultant.</p> <p>Online subscription to phonics website.</p>	<p>School's teaching of phonics resulted in above National results for 2017-18 and 2016-17. Clear focus on raising early reading attainment impacts on children in later life and academic success.</p>	<p>Standard of phonics teaching scrutinised regularly in line with the school's monitoring timeline.</p>	Cara Thomas/ Charlotte Evans	Half-termly assessment of the children's phonics knowledge. In line with this assess the percentages of children who are making expected/ accelerated progress.
				Cost	<p>£500 CPD</p> <p>£700 Phonics tracker costings for programme.</p> <p>£250 Phonics audit from external consultant.</p> <p>£500 Phonics training for staff.</p> <p>£1000 in additional hours staffing costs for x 4 hours training.</p>
To improve children's fluency in maths.	<p>TTS Rock Stars purchased.</p> <p>Lunchtime club targeted at PPG children to ensure that homework set is completed and that children get the opportunity to develop fluency.</p> <p>Dyscalculia training for staff.</p>	<p>Computer based programmes have had a significant impact on homework uptake for PPG children over the last two years.</p> <p>Children with coupled vulnerabilities in SEND/ PPG are meaning that some children are not making accelerated progress in Maths. Dyscalculia training will upskill staff in this area.</p>	<p>SLT to oversee implementation.</p> <p>Maths coordinator to ensure that attendance at TTRS club is monitored and produce monitoring reports of usage by PPG children.</p>	Emily Guess	Termly data analysis and half-termly pupil progress meetings.
					<p>Costs:</p> <p>£800 Times Tables Rock Stars</p> <p>£200 additional hours for a TA to manage TTRS usage.</p> <p>£600 additional TA hours to cover lunchtime club.</p> <p>£250 Dyscalculia training for staff.</p> <p>£500 in additional hours staffing costs for x 2 hours training.</p>

To increase parental participation in children's learning.	School to facilitate programmes ran by the Family Learning Programme and Telford and Wrekin Council: Developing Early Language and supporting children's behaviour for the Autumn Term, spring and Summer Term TBC. SLT to meet with the facilitators to ensure that it is aligned to school calculation policy, teaching methods etc and current policies. Attendance at the Family Learning Sessions by the Inclusion and Wellbeing Manager. Termly assemblies for all classes in school to which parents are invited. Coffee/ drop in sessions with Inclusion and wellbeing manager.	Parental Engagement on Educational Endowment Foundation + 3 months	SLT to oversee the project. Project to measure the impact on children whose parents have attended.	Jo Weichlbauer Inclusion and Week being manger.	SLT to oversee the project. Project to measure the impact on children whose parents have attended.
					£500 release for coordinators/ Inclusion and Wellbeing Manager to work with the Family Learning Tutor. £200 hospitality costs for assemblies and parent workshops.
Total budgeted cost					£9,500
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?
To develop the working memory of targeted PPG children.	My Cognition Learning targeted at Year 3 and Year 4.	School worked with the My Cognition Team last year on a project to develop children's memory skills. The project showed significant gains for some children in terms of working and episodic memory. This in turn led to increased progress academically.	Children targeted in Year 3 and 4. Small group intervention overseen by the Computing coordinator and link TA. Daily training over a period and then top-up training. Reports produced to show the impact on memory.	Laura Wooldridge.	Termly review of target children's scores.
					Cost: £800 to buy into My Cognition. £600 staff release costs to manage. £1,500 intervention costs.

To ensure that CiC children make good progress both academically and socially.	All CiC children to be allocated a named TA in classroom and support from pastoral TA/ named TA working on individual barriers to learning. Termly attendance at PEPs/ CiC reviews and other meetings by named teacher responsible for CiC and TA/ pastoral worker. Additional release to allow for necessary paperwork to be completed. Named CiC teacher to attend termly network meetings to share best practise.	CiC children and children removed from CiC generally making good progress across school. Where good progress cannot be evidenced, swift intervention is put into place.	Named Ci/c teacher (Jo Weichlbauer) to ensure attendance at meetings by key school personnel.	Jo Weichlbauer	Termly at PEP meetings and Cic reviews.
				Cost	£4,000
To improve children's Communication and Language in EYFS.	Listen with Lucy Intervention groups in place to support children with poor language development. Additional TAS targeting Speech of key children through intervention and focus play sessions. 1:1 SALT sessions for PPG children with an identified Speech and Language need.	Proven record of in school success. Education Endowment Foundation. Communication and Language approaches in EYFS + 6 months.	Led by EYFS leader and lead teacher – Emma Barrow. Monitoring of intervention groups by the SENDCO.	Emma Barrow	Termly analysis of data.
				Cost	Cost: £2,000 Nursery – Listen with Lucy.
To increase the reading attainment	Individual reading with adults and peer mentors.	Educational Endowment Foundation states that oral language interventions can add 6 months to a child's ability.	Training by Literacy coordinator for the member of staff running the group.	Emily Guess Charlotte Evans	Staff meetings used to plan provision for our PPG children and then pupil outcome meetings used to track progress.

<p>outcomes for PPG children.</p>	<p>PPG children to be invited to reading club which is ran weekly by the Deputy headteacher at a lunchtime. Children to read with fluent older mentors to develop their reading stamina and love of reading. Reading diet to be recorded by the reading mentor in reading diaries.</p> <p>Additional reading sessions with a TA weekly for those PPG children who do not get the opportunity to read at home.</p> <p>Precision intervention - Speed reading for those PPG children whose reading vocabulary is limited.</p> <p>Booster provision in Y6 and Year 2 by class teachers to raise attainment of PPG children.</p> <p>Booster provision in place for Easter holiday for Year 6 and Year 2.</p>	<p>The research demonstrates that most effective practise happens when younger children have the opportunity to read books aloud and discuss them. This provides an opportunity to extend pupils spoken language. TAs have been trained in the use of structured questioning to develop reading comprehension which is also key to this approach.</p> <p>Education Endowment Foundation cites that small group tuition add 4 months to a child's ability.</p> <p>This approach to booster provision in Year 6 last year meant that 75% of PPG children left Ladygrove at Age related expectations.</p>	<p>Reading mentors to be trained in hearing children read/ read to other children.</p> <p>Literacy coordinator to identify targeted children who are invited to join the group.</p> <p>Literacy coordinator to observe reading interventions/ additional reading session to ensure high quality intervention.</p>	<p>Cost</p>	<p>£3, 960 1:1 reading with TAs £5,000 EG x 2 mornings – salary costs £500 for KS2 Booster holiday provision £500 for KS1 booster holiday provision</p>
<p>To increase the maths attainment outcomes for PPG children.</p>	<p>Intervention in place for key PPG children to ensure that they reach ARE. Focus on Year 6, 5 and 4 by Deputy head teacher. Year 1 and Year 2 to be focussed upon by class teacher and release by other staff members.</p> <p>Provision to be bespoke to children's needs and respond to them.</p> <p>Booster provision in place for Easter holiday for Year 6 and Year 2.</p>	<p>Education Endowment Foundation cites that small group tuition add 4 months to a child's ability. Deputy headteacher who is a MAST teacher and an Outstanding practitioner with a proven track-record of raising standards to lead the intervention.</p> <p>Significant impact on Maths standards in Y6 last two academic year.</p>	<p>Deputy Headteacher to oversee Y6 booster provision, Maths coordinator to oversee for Year 3-5. KS1 coordinator to oversee for Years 1 and 2.</p> <p>PPG children's progress to be tracked through Pupil Progress Meetings and data analysis by SLT.</p>	<p>Emily Guess Allison Skelton</p>	<p>Termly data analysis and half-termly pupil progress meetings.</p>
<p>To increase self-regulation strategies for</p>	<p>Recruitment and Staffing of an Inclusion and Wellbeing Manager. IWM to work with groups</p>	<p>Self-regulation in the Sutton Trust findings improves academic attainment by 8 months.</p>	<p>Ongoing training/ induction of the Inclusion and Wellbeing Manager.</p>	<p>Inclusion Manager.</p>	<p>Termly reviews for individual PPG children working with Inclusion Manager.</p>

identified PPG children.	of children/ individuals to target individual areas for development. Setting up of a nurture room for children with resources etc. 1:1 counselling for specific children. Educational Psychologist support for identified children.	Significant impact of this approach with identified children last year have led to a reduction in incidents and increased academic progress.	Support matched to individual children's needs.	Cost	£600 Mentor link counselling £10,000 Staffing costs £1,600 Educational Psychologist £600 Counselling £2,000 for Specialist Learning Mentor trainer to induct the Inclusion and Wellbeing Manager.
Total budgeted cost					£37, 560
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?
Increase in attendance of PPG children by 1.5%. Lowering in percentage of PPG children who are classed as persistently absent.	Prizes for the most improved attendance/ 100% attendance over a term (e.g. cinema tickets/ ice-skating tickets etc) 1 st day calls in place. EWO to be asked to visit identified PPG children on third day of called in absence or first day of no-explained absence. Funding attendance at breakfast club for those PP families who are not achieving acceptable levels of attendance.	School interventions successfully increased PPG attendance in 18/19 by 1.82% and also decreased the number of PPG children who were classed as PA.	Regular monitoring with EWO, focussing on those children who are classed as persistently absent and those who have attendance at less than 95%.	Joanne Weichlbauer.	Half-termly review with EWO.
				Cost	£1000 EWO cost £1000 Breakfast club places
To improve mental health and wellbeing of children.	Support from Inclusion and Well-being Manger. Termly attendance at Severn Teaching Alliance Future in Mind ~Program.	Previous Future in Mind CPD has brought resources and high quality CPD in school. This has been on a wide variety of subjects including self-harm, RSE and online dangers. These are then used as training to upskill	Termly updates for all staff – discussion with DSL team prior to this.	Inclusion and wellbeing manger.	Termly updates for all staff – discussion with DSL team prior to this.
				Cost:	£300 buy into the Severn Teaching alliance Wellbeing project.

To ensure that PPG children and their families receive the support from external services they require.	Recruitment of an Inclusion and Wellbeing Manager to support PPG children and their families. School to coordinate and lead Family Intervention Assessments and TACs for children and their families. Attendance at meeting with parents e.g. CAHMS, TAF, Core group, CP Conference.	Early intervention by practitioners helps to reduce high level referrals to services. TAC process is the only way we can access some support services needed by children and their families. Attendance at meetings with parents for services such as SAMHS ensures that parents feel supported and a well-rounded view is given.	Trained members of staff to lead Family Assessments.	Joanne Weichlbauer	Six weekly TAC meeting to review if the support is still needed for families.
				Cost	Met through Inclusion manager's salary which has already been budgeted.
To ensure that all children have the opportunity to take part in a range of activities, inclusion educational visits and residential experiences.	Part funded visits/ experiences for children who are currently in receipt of FSM. / PPG. This may include residential based on individual circumstances. 1 x club for PPG children internal clubs every term.	Ensuring that all children have the opportunity to a range of experiences and activities that extend their vocabulary and understanding of the world. Ensuring that all children are treated equally and that children are not made to feel different because their parents cannot afford to fund trips or after-school clubs. To allow trips to go ahead even where there is not an acceptable level of parental contributions.	Kirsty Griffiths (SBM) to oversee the allocation of funds as necessary.	Kirsty Griffiths	Annually in budget setting.
				Cost	£6,000 to cover the cost of educational visits. £4,000 for PG children's attendance at after-school clubs.
To provide PPG/ current FSM children with high quality music lessons.	Funded small group/ 1:1 music lesson for those children who are in receipt of FSM with qualified music teachers. Funding of the Music to the Four Provision for children in Years 3 and 4.	Sutton Trust funding add arts participation to adding 2 months to children's ability. Music is at the heart of the ethos at Ladygrove and funding music lessons ensures that this opportunity is open to all.	PPG/ FSM children accessing music tuition. PPG children sitting exams.	Kirsty Griffiths.	Annual monitoring of pupils accessing music lessons and its impacts (look at grading of the children)
				Cost	£5,000 Music lessons £1,600 Costs of Music to the Four
Total budgeted cost				£18,900	
Aggregated costings of all 3 areas				£65,960	

5. Review of expenditure

Previous Academic Year: 2018-2019 – Total income for financial year 18-19 = £64,579

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
To develop the oracy of PPG children from EYFS to Year 6.	Staff meetings to develop oracy across school – training by the English leader. Class-teachers to start lessons with an oracy focus and explaining language. Key focus on vocabulary in reading to explain terminology and in maths.	PPG children in EYFS have made accelerated progress in Listening and Attention, Understanding and Speaking. Children have made an average of 5.2 steps progress in Listening and Attention, 5.5 steps progress in Understanding and 5.5 steps progress in Speaking. 70% of children achieved Age Related Expectations in Listening and Attention, 70% in Understanding and 70% in Speaking. Children's written vocabulary has improved across school due to the focus on oracy. This has meant that 75% of PPG children achieved ARE in writing at the end of KS2 and 29% at the end of KS1.	The focus on oracy has meant that we have seen increases in percentages of children achieving attaining ARE in writing, this has been for PPG and non-PPG children. This strategy has impacted upon all children but has had significant impact on children in EYFS in terms of progress. We will continue this strategy next year and will be focussing on key vocabulary in Reading, Maths and Science throughout this academic year.	Total £500 CPD for TA attendance.
To improve Y1 Phonics outcomes for PPG children.	Systematic teaching of phonics using Letters and Sounds approach. Clear links made blending for reading and segmenting for spelling. Daily written focus to make links with spelling. Additional training for TAS new to teaching phonics/ refresher for all staff teaching phonics.	Our PPG children did not compare as well in their phonic screen to their non PPG peers and were not in line with national figures. This PPG data was also effected by a number of children have PPG and coupled SEND vulnerabilities.	We will continue with this approach next year as we feel that our approach to phonics is effective. Our data was adversely affected by children who had coupled vulnerabilities with PPG, in particular SEND.	Total £900 CPD £500 additional hours for TAs to attend phonics training after-school

<p>To improve PPG children's spelling ability.</p>	<p>Read Write Inc spelling approach. Whole school CPD in Read, Write Inc Spelling. Training in Read-Write Inc Spelling for staff who are new to teaching this approach.</p>	<p>75% of PPG children achieved ARE at the end of KS2. This is broadly in line for all subjects nationally.</p>	<p>As a school, we have decided to move away from Read, Write Inc Spelling and now follow the Purple Mash Spelling scheme. This has been due to staff feeling that subject matter was not that appealing for children in Upper KS2, as we wanted to follow a whole KS approach it was decided to use this approach once children had finished Phase 6 of Letters and Sounds.</p>	<p>Total £900 staff CPD £2,000 resources</p>
<p>To improve children's fluency in maths.</p>	<p>Mathletics purchase and Mathletics club targeted at PPG children to ensure that homework set is completed and that children get the opportunity to develop fluency. Additional Numicon Resources and the training DVD purchased by school. Additional training in the use of Numicon for all teachers and Teaching Assistants by Maths lead/ EYFS leader.</p>	<p>50% of PPG children achieved ARE in Maths and in KS1 it was 29%. This is significantly lower than National figures. This was in part due to children have specific SEND difficulties with Maths.</p> <p>PP children in EYFS are making increased progress from their starting points. Children made 5.64 steps progress in number and Shape Space and Measures. 66% of children achieved or exceeded the ELG for Maths.</p>	<p>Children who are PPG are not attaining as well as their non-PPG peers in Maths. Some of these children are suffering from dyscalculia. Therefore, as a staff we need to be upskilled in supporting children with the specific difficulty. This will be a focus for teacher and Teaching Assistant CPD this year. Following on from discussions with pupils we identified that they were not enjoying Mathletics as much as in previous years. We have therefore decided to alter our approach in offering a Times Tables Rock Star/ Purple Mash club instead of using the Mathletics programme.</p>	<p>Total £2,000 additional Numicon resources. £500 additional hours for TAs to attend Numicon training. £1,608 Mathletics £500 additional TA hours</p>
<p>To increase parental participation in children's learning.</p>	<p>School to facilitate programmes ran by the Family Learning Programme and Telford and Wrekin Council: Keeping up with the children (maths) E-Safety Y6 SATs preparation SLT to meet with the facilitators to ensure that it is aligned to school calculation policy, teaching methods etc and current policies.</p>	<p>Parents who attended the course found them beneficial, however out of the courses only one parent who attended each course was the targeted audience.</p>	<p>Although a creche was offered the timings given to us by the Family Learning Tutor were not always suitable for PPG parents. These sessions need to happen ideally in a morning when they are dropping children off at school or nursery. On reflection the courses that we offered the parents were focussed on KS2. Next academic year we are planning to focus the courses on parents in EYFS and KS1 so that we can get them working with children when they first start school. This is in the hope that we can get the parents working with the children for longer.</p>	<p>£500 release for coordinators to work with the Family Learning Tutor.</p>
<p>ii Targeted support</p>				

Desired outcome		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
To ensure that CiC children make good progress both academically and socially.	<p>All CiC children to be allocated a named TA in classroom and support from pastoral TA/ named TA working on individual barriers to learning.</p> <p>Termly attendance at PEPs/ CiC reviews and other meetings by named teacher responsible for CiC and TA/ pastoral worker.</p> <p>Additional release to allow for necessary paperwork to be completed.</p> <p>Named CiC teacher to attend termly network meetings to share best practise.</p>	<p>Last academic year we had one child who was formally classed as CiC at the end of the year. This child has made good progress from starting points and achieved the phonic screen check. They are on track to achieve ARE in at the end of KS1 in reading and writing and attain Greater Depth in Maths.</p> <p>Children who have been removed from care for the purposes of Pupil Premium (SGOs and post adopted children)</p> <p>In EYFS all children achieved a Good Level of Development.</p> <p>In KS1 a child did not attain ARE. This child had coupled vulnerabilities.</p> <p>In KS2 all children achieved Age Related Expectations at the end of Year 6.</p>	<p>We will continue this approach as it means that we have the needs of CiC/ ex CiC being met at every level from SLT to the classroom. It has a massive impact on children and means that if any children are falling off expected progress levels, that swift intervention can be out in place.</p> <p>As a school we are having increasing numbers of children who are CiC or post adopted and so provision for them needs to continue to be robust and extended.</p>	<p>Total:</p> <p>£4,000</p>
To improve children's Communication and Language in EYFS.	<p>Additional class opened for EYFS children – currently.</p> <p>Additional training for new members of staff in EYFS – focus on Language and Literacy in Early Years.</p> <p>High focus on language to explain and facilitate learning.</p> <p>Lesson study by a LA lead practitioner.</p> <p>Additional staff member in Nursery at key points throughout the day to develop children's language.</p>	<p>1 x member of staff in /Nursery is now fully trained in Makaton.</p> <p>1 x member of staff in Nursery has been fully trained in Listen with Lucy and associated interventions.</p> <p>PPG children in Reception have made accelerated progress in Listening and Attention, Understanding and Speaking. Children have made an average of 5.2 steps progress in Listening and Attention, 5.5 steps progress in Understanding and 5.5 steps progress in Speaking.</p> <p>70% of children achieved Age Related Expectations in Listening and Attention, 70% in Understanding and 70% in Speaking.</p>	<p>Speech and Language Interventions has had significant impact on children's progress. We are having increasingly complicated Speech and Language needs within our EYFS department and we will therefore need to continue this approach next year. This approach has also benefitted other children as staff training has impacted on all children in their approach to language usage.</p>	<p>£4,000 training, intervention costs and additional hours for teaching assistants.</p>

<p>To increase the reading attainment outcomes for PPG children.</p>	<p>PPG children to be invited to reading club which is ran weekly by a Teaching Assistant. Children to read with fluent older mentors to develop their reading stamina and love of reading. Reading diet to be recorded by the reading mentor in reading diaries. Additional reading sessions with a TA weekly for those PPG children who do not get the opportunity to read at home. Additional training in the use of reading stems by the DHT for the Teaching Assistants. Precision intervention - Speed reading for those PPG children whose reading vocabulary is limited. Booster provision in Y6 and Year 2 by class teachers to raise attainment of PPG children. Booster provision in place for Easter holiday for Year 6 and Year 2.</p>	<p>75% of PPG children in Y6 attained ARE in Reading. 57% of PPG children in Y2 attained ARE in Reading. 67% of PPG children attained or exceeded the ELG in reading and children made 5.36 steps progress from baseline.</p>	<p>Our KS1 PPG children did not make as much accelerated progress as in previous years. We feel this may have been due to removing children from intervention when accelerated progress had been made. This year we will ensure that children receive closer monitoring once they leave accelerated intervention.</p>	<p>£200 additional TA hours for reading club. £500 additional hours to allow TAs to attend reading stem training after-school. £1000 1:1 reading with TAs £4780 salary costs for teacher booster interventions in school £500 additional reading books for Nursery – Dandelion books. £500 for KS2 Booster holiday provision £500 for KS1 booster holiday provision</p>
<p>To increase the maths attainment outcomes for PPG children.</p>	<p>Booster provision in place for key PPG children to ensure that they reach ARE. Targeted booster lessons by class-teachers after-school. Small group intervention through Success at Arithmetic and Numbers Count.</p>	<p>50% of PPG children achieved ARE in Maths and in KS1 it was 29%. This is significantly lower than National figures. This was in part due to children have specific SEND difficulties with Maths. PP children in EYFS are making increased progress from their starting points. Children made 5.64 steps progress in number and Shape Space and Measures. 66% of children achieved or exceeded the ELG for Maths.</p>	<p>Children who are PPG are not attaining as well as their non-PPG peers in Maths. Some of these children are suffering from dyscalculia. Therefore, as a staff we need to be upskilled in supporting children with the specific difficulty. This will be a focus for teacher and Teaching Assistant CPD this year. Changes in staffing has also impacted upon Maths intervention.</p>	<p>£5,780 – In school Booster provision.</p>

To increase self-regulation strategies for identified PPG children.	Pastoral TA working with groups of children/ individuals to target individual areas for development. 1:1 counselling for specific children. Educational Psychologist support for identified children. Training for staff for Self-Harm and Suicide prevention.	Pastoral TA has impacted on key children, working on a 1:1 basis and as small group provision. This has been both within class-lessons and in the intervention room. Staff upskilled in self-harm and suicide prevention. Counselling has had a significant impact on individual children and has led to a reduction in incidents and higher self-confidence.	Self-regulation strategies of children are improving, and we have seen a reduction in events for key children. We will continue intervention, but it will be completed by the Inclusion and Wellbeing manager.	£300 SLE for The Severn Teaching School £8,000 Staffing costs £1,600 Educational Psychologist £1000 resources to support emotional well-being £600 Counselling
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l ii 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
Increase in attendance of PPG children by 1.5%. Lowering in percentage of PPG children who are persistently absent.	Prizes for the most improved attendance/ 100% attendance over a term (e.g. cinema tickets/ ice-skating tickets etc) 1 st day calls in place. EWO to be asked to visit identified PPG children on third day of called in absence or first day of no-explained absence. Funding attendance at breakfast club for those PP families who are not achieving acceptable levels of attendance.	The attendance of PPG children has risen across school by 1.82%. This has been a significant increase on last academic year. The number of PPG who are classed as persistently absent has decreased across school. Only two PPG children from Year 1-Year 6 who were classed as PA last year are classed as PS this year. The attendance of specific children has significantly increased following funded breakfast club and after-school places.	As PPG attendance is rising, we will continue with this approach. However, instead of it being the headteacher who attends the Attendance review meetings with the EWO, this will now be written into the inclusion and Wellbeing manager's job description. This will build up a closer relationship between parents and the Inclusion and Wellbeing Manager.	£1000 additional EWO cost £200 prize costs £1000 Breakfast club places £1000 After-school club attendance
To ensure that PPG children and their families receive the support from external services they require.	School to coordinate and lead TACs for children and their families.	School has led and coordinated all TACS for children in school. This has meant that specialist services are secured for children and their families.	School will continue this approach as it is invaluable for securing the support which children need.	£6,700 staff release costs and cover costs.

<p>To ensure that all children have the opportunity to take part in a range of activities, inclusion educational visits and residential</p>	<p>Fully/ Part funded visits/ experiences for children who are currently in receipt of FSM.</p>	<p>This has meant that PPG have had the opportunity to take part in a wide range of clubs and experiences within school. Children have also attended residential visits who would have been otherwise unable to attend. This has meant that we have been able to give children cultural capital.</p>	<p>School will continue this approach to ensure that there is equal opportunity for all PPG children compared to their non-PPG peers and to ensure cultural capital for all children e.g. visits to the zoo, castles, theatre trips, residential visits etc.</p>	<p>£7,000</p>
<p>To provide PPG/ current FSM children with high quality music lessons.</p>	<p>Funded small group/ 1:1 music lesson for those children who are in receipt of FSM with qualified music teachers.</p>	<p>School funded music/ singing lessons for 21 PPG children. Of these children 9 progressed a grading over the course of the year. For some children this meant that they had achieved Grade 5 before leaving primary school.</p>	<p>As a school we feel that musical experiences are invaluable for children. It increases self-confidence and esteem. We feel strongly that this provision should continue next academic year and should be further supplemented by extending the provision for those PPG/ FSM children who do not want 1:1 lessons. As a result of the school has decided to buy into a Music to The Four Specialist provision for all children in Year 3/4 to enable them to experience of music and build confident for those children not taking part in music lessons to do so.</p>	<p>£5,000</p>