

Co-op Academy Clarice Cliff Primary

Pupil Premium & Covid-19 recovery funding plans

Review of the impact of the 2019/20 pupil premium strategy

Pupil premium strategy for 2020/21 plus

Covid-19 recovery funding plan

Approved by the Local Governing Body: 22.1.21

Review of the impact of the 2019/20 Pupil Premium strategy

Summary of objectives	Impact	Lessons learned
An improvement in the end of Key Stage outcomes in reading, writing and maths, particularly in Key Stage 2.	<p>Due to school closures, KS2 SATs did not take place in May 2020. Therefore many of the strategies implemented during 2019 / 20 will continue in 2020 / 21.</p> <p>At the end of the Autumn term, 9 out of 11 pupils had improved their maths test scores through the additional teacher intervention. 7 out of 9 pupils improved their reading scores. 8 out of 10 pupils improved their SPAG scores. Therefore the intervention will continue this year.</p> <p>Mark making packs were given to all disadvantaged pupils. The average scores in PD were 1.2 from October 2019 which is better than expected progress.</p>	<p>Additional teacher to continue in Year 6 to allow for smaller groups and more targeted intervention.</p> <p>Due to school closures, additional catch up interventions will be needed for all pupils and our disadvantaged pupils in particular across all key stages.</p> <p>The curriculum will now include further opportunities for mark making so that additional packs don't need to be purchased.</p>

<p>Attainment and progress for pupils new to the school will match pupils who have always been in school.</p>	<p>Average progress for pupils new to the school engaging in speech and language interventions was one step over half a term which is better than expected progress.</p>	<p>Due to school closures, Nursery pupils were unable to complete speech and language interventions and also did not have the exposure to a language rich environment. Therefore these interventions will be in place across EYFS for all pupils.</p> <p>PASS assessments were not implemented due to the cost of the assessments and what information school would get. All pupils will be assessed on their phonics knowledge on entry from Reception – Year 6 and complete standardised tests from Y1-6.</p>
<p>SEND disadvantaged pupils will be making accelerated progress.</p>	<p>Due to school closures, there was no end of key stage data to measure the progress of SEND pupils.</p> <p>However new WRAT 5 assessments were implemented and 41 disadvantaged pupils were screened for structured interventions.</p> <p>Provision Map software purchased to track progress.</p>	<p>WRAT 5 to be used as a standardised measure of assessment for all SEND pupils.</p> <p>Nessy intervention to be purchased for more pupils, particularly to support pupils if there is a further lockdown.</p> <p>Specialist tuition from the SENCO to be implemented for disadvantaged pupils.</p> <p>Phonics interventions to be in place for SEND pupils across KS1 and KS2 supported by additional TAs.</p>
<p>Improving attendance for disadvantaged pupils by reducing the number of pupils who are persistently absent.</p>	<p>Due to school closures, there was no end of year data for attendance. At the end of Autumn Term, attendance for disadvantaged pupils was 94.12% which was an improvement from Summer Term 2019.</p>	<p>Attendance for disadvantaged pupils to continue to be a focus with support from the EWO.</p> <p>Additional measures to be put into place via the attendance policy addendum to encourage good</p>

	<p>Attendance for disadvantaged pupils at the end of the Autumn term compared to the previous year was 1% lower.</p>	<p>attendance for disadvantaged pupils.</p> <p>Attendance ambassadors and Class Dojo to be used to promote good attendance and punctuality.</p>
<p>Improvement in social and emotional health, resilience and wellbeing of vulnerable pupils.</p>	<p>The school counsellor successfully discharged 9 cases. Work continued with families during school closures.</p> <p>School made a number of referrals to the MHST team during school closures following conversations with parents via Dojo.</p> <p>Two Early Helps successfully closed prior to school closures. The safeguarding team continued to offer support to families via the Hubb Foundation, weekly phone calls and offers of school places where appropriate.</p> <p>The number of disadvantaged families attending Family Learning sessions increased prior to school closures.</p> <p>The number of red and yellow cards issued to PP children decreased by 35% from the previous term.</p> <p>Relationships without Fear – all children were less accepting towards violence and aggression after the intervention. All pupils say they would definitely ask an adult for help and support.</p>	<p>School counsellor sessions to continue to run but remotely.</p> <p>MHST team to continue to work with families.</p> <p>Safeguarding team to continue to lead on and support with Early Helps.</p> <p>Family Learning to continue when the situation allows.</p> <p>Behaviour Management Co-ordinator to continue to work with identified pupils.</p> <p>Relationships without Fear to continue in the Spring Term 2021.</p>

NB: In future years, data from the previous year's cohorts will need to be included; however, we are conscious there will be no published data for 2020/21

Pupil Premium Strategy for 2020/21 plus

1. Summary of the pupil premium strategy key objectives for 2020/21, 2021/22 and 2022/23

2. The Pupil Premium Strategy for 2020/21 highlighting:

- ★ the academy context, including pupil numbers
- ★ the funding allocated in the pupil premium grant for 2020/21
- ★ a summary of the barriers to future attainment
- ★ a brief rationale to explain why the funding is to be spent as such at the academy
- ★ the plan for the year, including:
 - a publish date
 - a review date
 - name of the senior leader signing off the strategy
 - focus area
 - Desired outcomes
 - actions to be taken with timescales and identification of those responsible for leading
 - success criteria
 - costs
 - monitoring arrangements
 - an ongoing evaluation of success.

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Summary of the pupil premium strategy key objectives for 2020/21, 2021/22 and 2022/23

Year	Summary objectives
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2020/21	<ul style="list-style-type: none"> ● Increase attainment for disadvantaged pupils in reading, writing and maths across all three key stages so that the overall gap is closer to national averages. ● Disadvantaged pupils will be more confident speakers and able to use a range of ambitious vocabulary. ● Attendance for disadvantaged pupils will be broadly in line with other pupils. ● Mental health will not be a barrier to learning for disadvantaged pupils. ● Disadvantaged pupils will access a range of experiences to increase their cultural capital.
2021/22	<ul style="list-style-type: none"> ● Further increase attainment in reading, writing and maths for disadvantaged pupils in Key stage 2 so that they are closer to national averages. ● Strengthen progress made by disadvantaged pupils in using key vocabulary to enhance learning in the core subjects. ● Persistent absence for disadvantaged pupils will be in line with national averages. ● Further improve the quality of mental health support for disadvantaged pupils, continuing to ensure that exclusion rates remain low.
2022/23	<ul style="list-style-type: none"> ● Attainment and progress for disadvantaged pupils will be broadly in line with national averages for reading, writing and maths. ● Attendance figures and persistent absence figures will continue to be in line with national averages. ● Exclusion figures for disadvantaged pupils will be below national averages.

The Pupil Premium Strategy for 2020/21

Publish date: September 2020

Review date: July 2021

Name of the senior leader signing off the strategy: Diane Broadhurst

The academy context, including pupil numbers

The Pupil Premium is funding additional to the main academy budget, which is based on the number of students who have received Free School Meals within the last 6 years. Additional funding is also provided for Children who are Looked After. It is for schools to decide how the additional funding is spent, provided it is used to close the well reported gap between the achievement of students who receive the Pupil Premium and their peers. Other sources of funding, Sports (primary), Catch up (secondary) and COVID-19 recovery (all) is separate to the pupil premium.

At Co-op Academy Clarice Cliff, the proportion of pupils eligible for the pupil premium is 51% of the school population. This has steadily increased during the last two years due to higher levels of mobility in the local area. This is well above the national average for numbers of pupil premium pupils. A number of these pupils have a history of low attendance which impacts on learning, behaviour and general ability. We have identified that a significant amount of our disadvantaged pupils require support for the wider family in order to be able to thrive which is a focus for the pupil premium strategy.

The table below breaks down numbers further.

Year group	Cohort size	Pupil premium cohort				Percentage of pupil premium pupils in the year group
		B	G	SEND	Total	
N	23	4	9	0	13	57%
R	46	8	12	1	20	43%
1	52	14	11	7	25	48%
2	55	7	21	6	28	51%
3	59	19	15	6	34	58%
4	53	10	14	9	24	45%
5	58	12	18	9	30	52%
6	57	17	13	7	30	53%

Allocated funding from the government

The funding allocated in the pupil premium grant for Co-op Academy Clarice Cliff for 2020/21 is £223,270 based on £1,300 per pupil.

A summary of the barriers to future attainment

Internal barriers	<ul style="list-style-type: none">• The gap in attainment for disadvantaged pupils is likely to have increased due to school closures for Covid-19. This is a result of differences in access and support with home learning.• Disadvantaged pupils may not have all had the same reading exposure as other pupils. The attainment gap in reading is likely to have increased due to Covid-19 as pupils may not have had access to appropriate reading material.• Some disadvantaged pupils enter school with limited speech and language skills and low levels of vocabulary as evidenced in the nursery baseline. This impacts on attainment across the curriculum. Being away from peers and structured teaching due to Covid-19 is likely to impact on language development.
External barriers	<ul style="list-style-type: none">• Overall attendance of disadvantaged pupils is lower therefore gaps are not being closed and can increase with missing further lessons. Covid-19 means an extensive period of time of education has been missed with varied experiences and expectations of home learning.• Although overall exclusions for the school are low, fixed-term exclusions are higher for disadvantaged pupils. Referrals to mental health services are higher for disadvantaged pupils and their families, particularly due to Covid-19. The number of families supported by Early Help is higher for disadvantaged pupils.• Some disadvantaged pupils may not have the same experiences which help to enhance learning, particularly following the impact of Covid-19.

Our rationale to explain why the funding is to be spent as such at the academy

On entry to the Academy, Nursery baseline has historically identified that there is already an attainment gap between our pupil premium pupils and other pupils. As children move through the school, our school data highlights that the gaps are not being narrowed and in some cases,

increase by the end of key stage 2. Performance at key stage 2 is historically below national averages for all pupils and is lower for pupil premium pupils.

At Co-op Academy Clarice Cliff, we direct resources into addressing the barriers which we know exist for our Pupil Premium children. The identification of these barriers has involved careful data analysis as well as input from teachers and governors. We recognise that attendance for pupil premium pupils is lower than other pupils and that this can impact on progress and attainment across all areas as well as affect pupil mental health. We also recognise that our disadvantaged pupils have low communication skills on entry to school and therefore focus on improving speech, language, communication and vocabulary development through the strategy. In addition to this, we support the wider family of our pupil premium pupils to ensure that they have the same life chances and expectations of other pupils. We also focus on the importance of quality first teaching to ensure all pupils have equitable learning experiences across the Academy. The Academy utilises the Education Endowment Fund to ensure that our strategy is informed by relevant and current educational research.

The Plan for 2020/21

Focus area (eg to address Barrier): Attainment					
Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
Achievement for disadvantaged children will increase across the core subjects therefore allowing the overall gap to decrease in all three key stages (EYFS, KS1 and KS2).	Quality First Teaching ensures that all pupils have access to a high quality, differentiated and personalised curriculum. This will ensure that disadvantaged pupils receive appropriate differentiation and	In EYFS, the percentage of disadvantaged pupils achieving the ELGs compared to non-disadvantaged will be broadly in line (no national standards yet due to being an Early Adopter school).	Additional teacher - £25,382 TA – phonics booster £9,285 TA – 3 pms reading	Learning walks Book scrutinies, Practice development model.	

	<p>intervention.</p> <p>English and Maths leader to target CPD on questioning, scaffolding and differentiation for SEND / lower ability pupils.</p> <p>Support staff to access CPD to develop English and Maths subject knowledge.</p> <p>PP pupils will be targeted for discussion during pupil progress meetings by the HT / DHT..</p> <p>AHT to provide Y6 targeted intervention through additional teacher in order to close the attainment gap in Y6 for disadvantaged pupils in reading, writing and maths.</p> <p>TAs deliver targeted intervention in groups based on formative and summative assessments as directed by the</p>	<p>At KS1, the attainment gaps for disadvantaged pupils will decrease in reading, writing and maths.</p> <p>KS1 reading 64%, KS1 writing 60%, KS1 maths 68%</p> <p>At KS2, the attainment gaps for disadvantaged pupils will decrease in reading, writing and maths.</p> <p>KS2 reading 52%, KS2 writing 48%, KS2 maths 54%.</p> <p>Progress will be -2 in all three subjects.</p>	<p>intervention - £6,149</p>	<p>Half-termly pupil progress meetings.</p> <p>Data analysis.</p>	
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	SENCO. Y2 targeted intervention through additional teacher (Autumn Term only).				
Focus area (eg to address Barrier): Early Reading					
Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
Attainment in reading and phonics will increase across all three key stages and the attainment gap for pupil premium pupils will decrease.	<p>Purchase of additional phonics readers to supplement home reading.</p> <p>Additional TAs to deliver 60 second reads interventions to target PP pupils across KS1 and KS2 three times per week.</p> <p>Additional TA to deliver phonics provision for PP pupils three times per week.</p>	<p>In EYFS, the attainment gap in reading at the end of Reception will have decreased and be in line with national standards (once set for Early Adopter schools).</p> <p>In the Y1 phonics screening check, attainment for disadvantaged pupils will be 80% as a trend.</p> <p>At KS1 and KS2, attainment in reading for disadvantaged pupils will increase and diminish the gap so by</p>	<p>Termly</p> <p>Phonics reading books - £2,500</p> <p>TA – phonics booster £9,285</p> <p>TA – 3 pms reading intervention - £6,149</p>	<p>Termly tracking of reading assessment data for PP pupils.</p> <p>Half termly phonics assessment to be completed.</p> <p>Timetable of intervention to be put into place.</p> <p>Fortnightly reviews of progress with PP lead.</p>	

		the end of the three years' attainment will be KS1 64% EXS and 10% GDS. KS2 68% EXS and 12% GDS.			
Focus area (eg to address Barrier): Speech and language					
Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
Disadvantaged pupils will be confident speakers, using a wide variety of ambitious vocabulary. This will impact on attainment in Communication and Language at the end of EYFS, demonstrating strong progress from Nursery baseline.	<p>Early Talk Boost / Talk Boost intervention to be delivered across EYFS / KS1.</p> <p>KS2 Talk Boost to be delivered as a small group intervention.</p> <p>Stoke Speaks Out programmes delivered by Family Learning Lead.</p> <p>LA speech and language service to support early identification of speech and language difficulties.</p> <p>Word of the day across</p>	Attainment in Communication and Language at the end of EYFS will be 70%+.	<p>Speech intervention TA</p> <p>Family Learning Lead -</p> <p>Total cost £34,086</p>	<p>Summative assessments to be completed at the end of the 10-week intervention.</p> <p>Comparison to baseline assessments.</p> <p>PPMs for EYFS will focus on attainment for speech and language.</p> <p>Learning walks / planning scrutinies to ensure the curriculum is vocabulary rich.</p>	

	EYFS to develop language acquisition.				
Focus area (eg to address Barrier): Attendance					
Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
<p>The number of disadvantaged pupils who are persistently absent will reduce.</p> <p>Overall attendance for pupil premium pupils will narrow the gap with national attendance data.</p>	<p>EWO to work half a day per week with the SLO to monitor PP attendance and reported to PP lead to identify pupils at risk of struggling to return after closure.</p> <p>Attendance ambassadors for each class to promote good attendance.</p> <p>Use of Class Dojo to communicate attendance information to parents.</p> <p>Early Help in place for any families struggling</p>	<p>Overall attendance for disadvantaged pupils will be 95%.</p> <p>Persistent absence for pupil premium pupils will be below 9%.</p>	<p>EWO half a day per week - £4,700</p> <p>Class Dojo set up and CPD - £500.</p> <p>Attendance rewards and incentives - £1,000</p>	<p>Weekly monitoring of attendance percentages.</p> <p>Weekly monitoring of pupils below 90% and between 90-95% (potential PAs).</p> <p>Monthly attendance clinics – monitor attendance of pupils for impact.</p> <p>Half-termly attendance review with EWO, SLO and PP lead.</p> <p>Attendance to be discussed during half-termly pupil progress meetings.</p>	

	with attendance. Individual plans for PA pupils including personalised rewards.				
Focus area (eg to address Barrier): Mental Health					
Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
The number of behavioural incidents recorded in school involving disadvantaged pupils will reduce. This will result in positive mental health of pupil premium pupils and reduced fixed term exclusions.	<p>Targeted behaviour and mental health interventions based on monitoring of behaviour on a weekly basis.</p> <p>School Counsellor – one day per week working intensively for six weeks with identified pupils.</p> <p>Parenting support through family learning and SPARKLES programme – virtual sessions to be offered by the Family Learning Lead.</p> <p>MHST interventions – referrals and support</p>	Overall data for fixed term exclusions will continue to be below the national average of 1.4% as a trend.	<p>SENCO</p> <p>Behaviour Management Co-ordinator</p> <p>School Liaison Officer -</p> <p>Total £71,543</p>	<p>Weekly monitoring of behaviour data – whole school and class.</p> <p>Learning walks / observations.</p> <p>Termly impact reports from the school counsellor.</p> <p>School counsellor weekly meetings with SLO / BMC.</p> <p>SPARKLES programme supervision sessions.</p> <p>Data tracking for Early Help intervention.</p>	

	<p>for school / families.</p> <p>Early Help support for identified families.</p> <p>Monthly behaviour monitoring meetings between Behaviour Lead and Behaviour Management Co-ordinator</p> <p>Boxall profiles to be carried out on identified pupils in order to inform appropriate intervention.</p>			<p>Weekly meetings between MH lead and Education MH Practitioner from MHST.</p>	
<p>Focus area (eg to address Barrier): Mental Health</p>					
<p>Desired outcome</p>	<p>Actions, including timescales and identification of those responsible for leading</p>	<p>Success criteria</p>	<p>Costs</p>	<p>Monitoring arrangements</p>	<p>Ongoing evaluation of success</p>
<p>Disadvantaged pupils will have access to a wide range of experiences, therefore increasing their cultural capital.</p>	<p>Funding to support high quality educational trips and visits.</p> <p>Funding to attend a variety of extra-curricular clubs.</p> <p>Funding for additional</p>	<p>There will be no gap in the percentage of disadvantaged and non-disadvantaged pupils attending extra-curricular clubs.</p> <p>All disadvantaged pupils will attend</p>	<p>Trips and visits - £9,000</p> <p>Uniform costs - £400</p> <p>IT home support - £3,500</p>	<p>Termly report to show which pupils are accessing visits and trips.</p> <p>Termly report of Dojo to identify pupils accessing remote</p>	

	uniform. Funding for internet access / devices at home.	curriculum visits.		learning.	
Total costs			£182,479		

Covid-19 recovery funding plan

On 19 June, the government announced a [one billion pound Covid catch-up plan to tackle the impact of lost teaching time](#) which included new measures to help primary and secondary pupils catch up.

The government has said:

- head teachers will decide how the money is spent; however, the government expects this to be spent on small group tuition for whoever needs it
- this is a one-off grant to support pupils in state education, regardless of their background or parental income.

Separately, a National Tutoring Programme, worth £350 million, will, according to the government, increase access to high-quality tuition for the most disadvantaged young people over the 2020/21 academic year. The aim of this is to help accelerate the academic progress of disadvantaged pupils' and prevent the gap between them and their more affluent peers widening. The Education Endowment Foundation has published [support guidance for schools](#) and academies plus information on the [National Tutoring Programme](#).

While, at this point, the amount of funding per school is unknown, it is clear that, like the pupil premium funding, schools will be accountable for how well the additional money is spent. It is therefore essential that our academies have a plan in place and agreed by local governing bodies which identifies what the funding will be spent on and how successful it has been.

The academy context

During the school closures in Summer 2020, pupils were offered key worker places and schools and also had access to remote learning. Where remote learning was not possible, paper based learning packs were also delivered to pupils. However, it is apparent that there were inconsistencies in the amount of work completed by individual pupils and the support that they were offered by their families. This has resulted in some clear gaps in learning and basic skills. For example, our Year 1 pupils have low fine motor skills impacting on their writing and some of our Reception pupils have underdeveloped book handling

and early reading skills. There are significant knowledge gaps in Key Stage 2 across a range of subjects where pupils are unable to retrieve a significant amount of prior learning. Since the return, attendance has been two percent lower than previous years which is impacting on pupils' opportunities to catch up.

Allocated funding from the government

The funding allocated to Co-op Academy Clarice Cliff for 2020/21 is £30,960

The Plan for 2020/21

Focus area: Reading					
Desired Outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
<p>To improve phonics skills in Key Stage 1.</p> <p>Overview Provide Phonics intervention TA across Year 1 to focus on segmenting, blending and catch up for the Year 1 phonics screening.</p>	<p>Lead - DHT Identify Y1 pupils needing additional support.</p> <p>Provide regular phonics intervention sessions focusing on specific areas of need.</p> <p>Track progress through half-termly phonics assessments.</p> <p>Discuss progress at half-termly Pupil Progress Meetings and adapt support as necessary.</p> <p>Delivered by TA</p>	<p>82% of pupils will have passed the phonics screening check in Year 1.</p> <p>Individual pupils make progress which can be demonstrated on phonics tracking.</p>	<p>Costs of TA support- 3 x afternoons. (6 hours per week)</p> <p>£2000</p>	<p>Early Reading Lead to meet weekly with phonics TA to review support.</p> <p>Half-termly phonics assessments and planning to be monitored by DHT.</p>	<p>Half-termly reports to LGB.</p> <p>Regular reports to SLT and discussions at SLT meetings.</p>

<p>Nessy intervention to be used to develop reading and spelling from Year 1 - Year 6 for SEND pupils.</p> <p>Overview Nessy is a computer programme aimed at improving reading and spelling using phonics and a structured, cumulative approach.</p>	<p>Lead - SENCo</p> <p>Identify SEND pupils from Y1- Y6 who need additional support in reading and spelling.</p> <p>Create intervention timetable.</p> <p>Organise computer access to deliver intervention.</p> <p>Share details and information with the parents of SEND pupils involved.</p> <p>Encourage use of Nessy at home if equipment is available.</p> <p>Monitor use of intervention and progress of pupils.</p>	<p>Progress monitored termly through review of SMART targets set on ISPs.</p> <p>Standardised testing of all pupils with SEND takes place at the beginning and end of each academic year.</p> <p>Total 55 children: Y1-Y6 4 x LAC 38 x PP</p>	<p>Nessy subscription: £787.50 for 15 months (75 logins - extra logins purchased so that more pupils are able to access at home - SEND pupils allocated logins first and then class teachers asked to select other pupils who would benefit)</p> <p>Staff time: approx 1.5hrs per week per class TA from Y3 - Y6 (approx 12 TA hours per week in total) as in the current situation we are having to use classroom laptops rather than have a group in the IT room. Yrs 1-2 are asked to access Nessy at home.</p>	<p>SENCO to monitor progress of all pupils accessing Nessy intervention every half term and review support. .</p>	<p>SENCO to report to SLT half termly.</p> <p>HT to report to LGB.</p>
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<p>To improve reading accuracy and fluency. Develop metacognition and memory strategies.</p> <p>Overview</p> <p>Conquering Literacy is a phonic-based, structured, cumulative, multi-sensory language tuition delivered by a specialist teacher.</p>	<p>Lead - SENCo</p> <p>Identify SEND pupils who would benefit from this intervention.</p> <p>Inform parents of the intervention.</p> <p>Create intervention timetable and share with staff.</p> <p>Monitor pupils' progress and report to SLT.</p> <p>Adapt provision in light of monitoring.</p>	<p>Total 5 children: Y 4,5,6 3 x LAC 1 x PP</p> <p>LJ delivers intervention</p> <p>Progress monitored termly through review of SMART targets set on ISPs.</p> <p>Standardised testing of all pupils with SEND takes place at the beginning and end of each academic year.</p>	<p>SENCO time - 2 hours teaching (2 small groups) 0.5 hour planning (Total 2.5 hours)</p> <p>£1500</p>	<p>SENCO to monitor progress of all pupils accessing this intervention every term using standardised tests.</p> <p>SEND review highlighted the need for SENCo's specialist knowledge to be utilised to train members of support staff to deliver this highly effective specialist intervention, thus making it more cost effective.</p>	<p>SENCo to report to SLT</p> <p>Reports to LGB.</p>
<p>Address specific gaps in Y5 literacy skills, with a key focus on reading through a sustained programme of support from October '20 to July '21.</p> <p>Overview</p> <p>Employ an Academic Mentor with an English Subject Specialism to support pupils in Y5 in development of reading / writing skills.</p>	<p>Academic mentor to be based in Year 5 and line managed by Maths Lead.</p> <p>Employ an Academic Mentor through Teach First.</p> <p>Provide induction to Academic Mentor.</p> <p>Identify Y5 pupils with greatest gaps in learning for reading/ writing.</p> <p>Create intervention timetable.</p>	<p>60% of pupils in Year 5 will be at the expected standard in reading.</p> <p>Formative assessment to influence weekly Medium Term plan.</p> <p>Termly Summative assessment to influence next term's intervention.</p>	<p>DfE to meet costs of employing Academic Mentor (£19000), school to meet oncosts (approx £4,500)</p>	<p>Half termly pupil progress meetings to discuss progress of all pupils receiving support.</p> <p>Termly data analysis for target pupils by Y5 Teachers</p>	<p>Reports to the LGB.</p> <p>Reports from Y5 teachers to the SLT.</p>

	<p>Create clear plan to cover identified gaps in learning in reading / writing.</p> <p>Arrange for line manager to meet weekly with Academic Mentor to plan and review provision.</p> <p>Monitor pupils' progress in specific areas regularly and adapt planning as necessary. A total of 30 children will benefit from direct teaching, children will all be identified as pupil premium.</p> <p>Children will be benchmarked through assessment at the start of the intervention with individual targets being set.</p> <p>Children will receive extra support with reading fluency and expression (2x 10 minutes per week 1:1), One group session focused on retrieval and inference (1:6, 1 x 45 minutes per week), two class based monitoring sessions per week (assigned by class teacher.)</p>	<p>Progress monitored termly through review of individual targets and supporting data set.</p>			
<p>To improve reading fluency and comprehension skills.</p> <p>Overview</p>	<p>Lead - DHT</p> <p>Identify which pupils would benefit from this intervention. Create a timetable of support. Implement support and carry out</p>	<p>Target group of 24 pupils at a time from KS2. This group will change over time.</p>	<p>Cost of additional TA time -3 afternoons per week, total 6 hours per week.</p>	<p>Half termly reviews with the Early Reading Lead.</p> <p>Termly impact reports.</p>	<p>Reports to SLT</p> <p>Reports to LGB</p>

60 Second Reads interventions delivered by TA 3 pms per week.	the review cycle. 60 Second Reads interventions delivered by TA 3 afternoons per week.				
Improve reading comprehension skills for pupils in KS1.	Lead - DHT Audit Guided Reading resources to identify where more resources are needed. Purchase additional Guided Reading books for KS1. Create support cards for additional books for Guided Reading sessions.	Reading attainment in Key Stage 1 will be 74% ARE and 23% Greater Depth.	£600 to purchase additional Guided Reading books for KS1.	Termly Rising Stars Reading Assessments in KS1 KS1 SATS reading results Pupil Progress Meetings	Reports to SLT Reports to LGB Published KS1 results
To improve Reception phonics skills for identified pupils who have the largest gaps in their phonic knowledge.	Lead - DHT Provide an additional TA in Reception to allow for additional facilitator role. This will enable the teacher to target phonics support to specific pupils.	80% of pupils will achieve phonics phase 3 by the end of Reception.	Cost of additional TA time -3 afternoons per week, total 6 hours per week.	Half-termly phonics assessments monitored by DHT.	Progress reports to SLT
To improve reading comprehension skills from Y1 to Y6 through a rigorous programme of whole class reading	Lead - English Lead / AHT Whole Class Reading sessions will continue to be taught 3 times a week.	The percentage of pupils at ARE in reading will increase between Autumn '20 to Summer '21 in Year 1 - 6.	Cost of English Lead time to support colleagues from Y1 - Y6 and to monitor WCR	Termly data analysis of ARE in Reading from Y1-Y6 by the Deputy Head Teacher. Monitoring of Whole	CEdO visits Reports to LGB

<p>sessions.</p> <p>Overview</p> <p>Whole Class Reading sessions will be developed further to ensure high quality provision.</p>	<p>A broad range of question types and comprehension techniques to be taught within these sessions.</p> <p>Teachers will work on a termly timetable to ensure nonfiction, fiction and poetry are being taught through a balanced approach.</p> <p>To address the current gaps in comprehension skills, Cracking Comprehension books will move to the year below. This will be evaluated at the end of the Autumn term.</p>		<p>provision.</p> <p>8 days 8x £200=£1600</p>	<p>Class Reading practice development sessions will demonstrate evidence of quality provision.</p> <p>English Leader book monitoring.</p>	
Focus area: Writing					
Desired Outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
<p>To address the gaps in writing skills from Y1 - Y6</p> <p>Overview</p> <p>English planning needs to be adapted to ensure that the objectives missed during school closures are</p>	<p>Lead - English Lead/ AHT</p> <p>Planning focus will need to be on basic sentence structure and punctuation for the first half term.</p> <p>English overviews have got areas that have not been covered in the previous year. These should be prioritised for GPS teaching through starters</p>	<p>The percentage of pupils at ARE in writing across the school will have increased from Autumn - Summer.</p>	<p>Cost of supply cover to release Y6 teacher.</p> <p>9 days 9x£200 £1800</p>	<p>English leader half termly planning and book monitoring.</p> <p>Termly data analysis by the DHT.</p>	<p>CEdO visits</p> <p>Reports to LGB.</p>

<p>incorporated into this year's planning.</p>	<p>and modelling in English lessons.</p> <p>After October half term, if not before, each group will start their new year group KPI's and teach in the same way as normal.</p> <p>Every English lesson planned should incorporate elements of AFL and this should be used to inform future planning.</p>				
<p>To improve spelling skills and confidence in identified pupils from Y3-Y6.</p> <p>Overview Simultaneous Oral Spelling intervention to be used during the Autumn, Spring and Summer Terms to support identified SEND pupils in need of additional spelling support.</p>	<p>Lead - SENCo</p> <p>Identify pupils from Y3-Y6 who are most in need of additional spelling support.</p> <p>Simultaneous Oral Spelling intervention to be used during the Autumn, Spring and Summer Terms.</p> <p>Target 39 children from Years 3-6.</p>	<p>Identified pupils from Year 3 - Year 6 will be confident in spelling year group key words and applying in their writing.</p>	<p>Cost of TA support in delivering intervention.</p> <p>30 mins TA time per pupil, per week.</p>	<p>SENCO to monitor intervention impact termly using standardised assessments.</p> <p>DHT to complete data analysis termly for identified pupils.</p>	<p>SENCo reports to SLT.</p> <p>Reports to LGB.</p>
<p>To improve specific writing skills in identified Y5 pupils.</p> <p>Overview Academic Mentor to</p>	<p>Academic mentor to be based in Year 5 and line managed by Y5 teacher.</p> <p>Identify Y5 pupils who would most benefit from additional support in writing.</p>	<p>60% of pupils in Year 5 will be on track to achieve ARE in writing.</p> <p>Children will be more confident and</p>	<p>Cost of Academic Mentor.</p> <p>Cost of release time for Y5 teacher.</p>	<p>DHT to complete data analysis termly for identified pupils.</p> <p>Half-termly pupil progress meetings.</p>	<p>Y5 teachers' reports on progress.</p> <p>Reports to LGB.</p>

<p>support Y5 pupils to improve specific writing skills.</p>	<p>Plan a programme of support based on gaps in writing skills.</p> <p>Academic mentor to provide targeted intervention across Year 5.</p> <p>Line manager to work with the Academic Mentor to review support regularly and set new planning objectives.</p> <p>A total of 30 children will benefit from direct teaching, children will all be identified as pupil premium.</p> <p>Children will be benchmarked through assessment at the start of the intervention with individual targets being set.</p> <p>Children will receive extra support with pre teach sessions or supporting targets (1 x45 minutes per week 1:6), grammar based sessions (1x 45 minutes per week 1:6) and class based targeted interventions (2 x 45 minutes per week). Identified children will also have handwriting (2 x 20 minutes 1:6) with supporting daily work.</p>	<p>proficient with basics of English and handwriting.</p> <p>Children will show an improvement from their benchmark score.</p>	<p>3 days 3x £200= £600</p>		
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Focus area: Maths

Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
<p>To improve maths skills and confidence in identified Y6 pupils.</p> <p>Overview</p> <p>Improve maths skills for identified Y6 Pupil Premium Pupils through online tutoring through The Tutor Trust.</p>	<p>Lead - Y6 Teacher/ AHT</p> <p>Tutor Trust to provide online maths intervention.</p> <p>4x groups of three pupils to work after school from 3:30-4:30 on Mondays.</p> <p>Children will receive online maths tutoring via online platform Vedamo.</p> <p>Tutor to be recruited by The Tutor Trust with DBS information and credentials to be shared with Clarice Cliff.</p> <p>Sessions to be completed using laptops and individual headsets.</p> <p>Children in each class to be grouped to work on specific, identified areas of maths.</p>	<p>58% of pupils achieve ARE in maths at the end of Year 6.</p> <p>12 Y6 pupils demonstrate improved maths skills and increased confidence in maths.</p>	<p>Cost of Tutor Trust Programme met by the Coop Trust.</p>	<p>Half termly pupil progress meetings.</p> <p>Maths SATs practise papers.</p> <p>End of year Y6 SATS tests</p> <p>Termly Rising Stars maths assessments</p>	<p>Reports from Y6 teachers to SLT.</p> <p>Reports to LGB.</p>
<p>Pupils throughout the academy make good progress in maths.</p> <p>overview</p> <p>Maths planning is</p>	<p>Lead - Maths Lead</p> <p>Planning using White Rose Scheme builds in missed content.</p> <p>All lessons to begin with retrieval</p>	<p>By the end of the year, all year groups will have been taught the missed content from the previous year and retained this learning well.</p>	<p>Supply cover costs for release time for Maths Lead. 3 days 3x£200=£600</p>	<p>Maths planning monitoring.</p> <p>Quality of teaching monitoring.</p> <p>Pupil progress tracking</p>	<p>Reports to LGB.</p> <p>CEdO visits</p>

carefully designed to incorporate missed content from the summer '20 and opportunities for regular retrieval.	<p>questions based on assessment information.</p> <p>Fluid groupings in place to allow all learners to achieve.</p> <p>Maths Lead to support colleagues with maths planning.</p>			data.	
Focus area: Technology to support learning (including home learning)					
Desired outcomes	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
<p>Y6 pupils are able to catch up on their learning through the use of appropriate technology at home and at school.</p> <p>Overview</p> <p>Provide access to appropriate technology for those pupils who do not have access to online learning resources. Use this technology in school and at home in the event of isolation or school closures.</p>	<p>Lead - Y6 teacher / AHT</p> <p>Survey parents to identify those pupils needing laptops for home learning.</p> <p>Parents sign laptop loan agreement.</p> <p>Allocate government funded laptops to identified pupils.</p> <p>Purchase additional laptops to cover the shortage and issue to identified Y6.</p> <p>Use the laptops to support learning in school time eg AR, TTRS.</p>	<p>All of Y6 will be able to access remote learning.</p> <p>Y6 pupils will have increased access to technology to support learning at home and at school.</p> <p>Gaps in learning will be reduced.</p>	<p>Cost of purchasing additional laptops - 12x £450 = £5400</p> <p>Cost of connectivity support £264 per day additional support - 5 days additional support=£1320</p>	<p>Progress data</p> <p>Parent / pupil surveys for laptop use.</p> <p>Y6 teacher informal monitoring.</p>	<p>Reports to LGB.</p> <p>Y6 teachers reports to SLT.</p>

	In the event of isolation, bubble / school closure, pupils take their allocated laptop home to support home learning.				
<p>Pupils throughout the academy are able to catch up on their learning through the use of appropriate technology at home and at school.</p> <p>Overview</p> <p>Provide access to appropriate technology for those pupils who do not have access to online learning resources during the national lockdown period.</p> <p>Use this technology in school and at home in the event of isolation or school closures.</p>	<p>Lead - Y6 teacher / AHT</p> <p>Survey parents to identify those pupils needing laptops for home learning.</p> <p>Identify those pupils who are most in need of devices to support their home learning.</p> <p>Purchase additional laptops to cover the shortage and issue to identified pupils throughout the academy.</p> <p>Parents sign laptop loan agreement.</p> <p>Allocate laptops to pupils most in need.</p> <p>Apply for government support with connectivity for those needing it.</p> <p>In the event of national lockdown ending, collect laptops in and use within school to support learning eg TTRS, Nessy, AR etc.</p>	<p>Pupils will be able to access remote learning.</p> <p>Pupils will have increased access to technology to support learning at home and at school.</p> <p>Gaps in learning will be reduced.</p>	<p>Cost of purchasing additional laptops - this will depend upon results of survey and available finances. Some funds may be moved from other areas of the plan as they cannot be carried out during the school closure.</p> <p>Cost of connectivity support £264 per day additional support (already costed)</p>	<p>Progress data</p> <p>Parent / pupil surveys for laptop use.</p> <p>Teacher informal monitoring.</p>	<p>Reports to LGB.</p> <p>Teachers reports to SLT.</p>

	Reallocate laptops in the event of individual / bubble isolations.				
Focus area: Home learning Resources					
Desired Outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
<p>All pupils are able to access high quality home learning resources to support their learning.</p> <p>Overview Provide CGP workbooks for all Year groups from Nursery - Y6</p>	<p>Explore and purchase home learning resources eg workbooks. Provide workbooks for every child from Nursery to Y6. Teachers support parents by guiding them to complete relevant pages and activities to supplement home learning.</p>	<p>Pupils continue to learn and make progress throughout the school closure period.</p>	<p>Approx £10,000</p>	<p>Teachers monitor effectiveness through discussions with parents and pupils on Class Dojo.</p>	<p>CEdO visits LGB reports Ofsted Inspections Teachers report to SLT</p>
	Total costs		£3070.50		