

## Exceptional Education at the Heart of the Community

### Pupil Premium Strategy Statement:

1. Summary information					
<b>Academy (Primary)</b>	<b>Primary</b>				
<b>Academic Year</b>	2019/20	<b>Primary PP allocation £</b>	£184,140.00	<b>Date of most recent PP Review</b>	<b>March 2019</b>
<b>Total number of pupils in academy</b>	<b>340</b>	<b>Number of pupils eligible for PP</b>	<b>136 (340)</b>	<b>Date for next internal review of this strategy (termly)</b>	<b>December 2019</b>
		<b>% of pupils eligible for PP</b>	<b>40%</b>		
		No.KS1 PP pupils	<b>38</b>		
		No.KS2 PP pupils	<b>97</b>		
2. Review of expenditure					
<b>Previous Academic Year</b>		2018/19			
i. Quality of teaching for all					
<b>Desired outcome</b>	<b>Chosen action/approach</b> (reference EEF and others sources of evidence)	<b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> Will the strategy continue / change?	<b>Cost</b>	
Improve oral language skills in Nursery and Reception but also across all age groups.	Tower Hamlets Progression in language structures Structured progression in Writing - Teresa Heathcote Stories for talking LEAP REAL/REAM Maths Mastery Quality First Teaching – Every Second Counts	EEF June 2018 highlights the impact of classroom talking, particularly the impact on disadvantaged pupils.  Ofsted report on Pupil premium 2016 highlights the need for strategic planning for PP pupils at points of transition.  Documents cited in this report... DFE – Supporting the attainment of disadvantaged pupils, articulating success and good practice (DFE Nov 2015) Supporting the attainment of disadvantaged pupils – a briefing for school leaders Pupil premium – Ofsted 2016 Education Endowment Foundation (EEF July 2017)	Continue to embed use of TH progression in language structures in all classrooms – pupil use of higher order questions rather than display.  Training – all new staff September INSET 2017/8 (Teresa Heathcote).  Opportunities within the Academy Day for pupils to extend their vocabulary skills, within Tier 1/2/3 approach.  LEAP induction training for TAs (BB) EYFS input (HR) – Oct 2018.  External training where required.  Focussed monitoring / evaluation by SLT built into evaluation calendar.  Stories for Talking – Rebecca Bergman	£15,000	

			<u>Summative data:</u> 85% People and Communities 91% Exp, M&M 89% Being Imaginative	
Higher rates of progress across all key stages for pupils eligible for PP More able PP pupils make good progress and the difference is diminishing between PP pupils and all pupils nationally.	Quality First Teaching and Every Second Counts.  Catch up afternoon TA support in every classroom.  Maths Mastery -Reception and Year 1.  Maths Mastery and White Rose Maths KS1/2.  Half termly tracking of PP outcomes with RAPs for Teachers.  Whole school focus on metacognition and self-regulation strategies.  Times Tables discrete daily teaching.	EEF teaching and learning toolkit suggests high quality feedback (+8months) is an effective way to improve attainment. This along with a Mastery approach (+ 5 months) is an approach that will be embedded across the school.  Teachers already use data well to address underperformance quickly. We have a PP champion who ensures PP pupils are tracked and appropriate interventions are put in place.  Staff are deployed effectively (NFER research).  Academy Council PP champion meets with team on a regular basis offering challenge and support.  TA PP champion appointed.	More able co-ordinator part of SLT.  MA PP pupils identified and tracked as a distinct group – reports to RD and AC meetings.  MA PP pupils given the opportunity to take on additional responsibilities ie. Market Stall TTRS/Mathletics - integral part of breakfast club provision.  Weekly after school provision for MA PP pupils.  Targeted additional adult support in every classroom.  RSL to attend OCL regional group.  Purchase additional home reading books.  Extend library loans £2,000.  Participation in cross-school MA writers / maths projects.  Visit to the Town Hall.  Visit to Sheffield University.	£40,000
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> Will the strategy continue / change?	<b>Cost</b>
Low oral language skills across all age groups.	Quality First Teaching and Every Second Counts.  5 Minute Box.  REAL/REAM approach.  Stories for talking. LEAP.  Time to Talk.	Some pupils need targeted support to catch up.  Targeted support for speech and language effective as they are delivered by a well trained and experienced practitioner (NFER research – developing staff effectively).	Target groups timetabled for interventions 5 minute box for group of target pupils daily (TAs).  TH language structures embedded in all classrooms.  Stories for talking embedded within KS1 teaching.  BB to train EYFS practitioners in LEAP.  <u>Summative data:</u>  85% People and Communities	£25,000

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Higher rates of progress needed across all key stages for pupils eligible for PP to enable the difference to diminish More able PP pupils need to continue to make good progress.	<p>Develop metacognition and self-regulation strategies that encourage pupils to plan, monitor and evaluate their learning following appropriate Trust training.</p> <p>Quality First Teaching and Every Second Counts.</p> <p>Catch up afternoon.</p> <p>TA support in every classroom.</p> <p>Maths Mastery -Reception and Year 1.</p> <p>Maths Mastery and White Rose Maths KS1/2.</p> <p>Half termly tracking of PP outcomes with RAPs for teachers.</p> <p>Whole school focus on raising boys attainment.</p> <p>Embed P4C across all year groups.</p>	<p>We want to continually raise aspirations for all our pupils – some small intervention group interventions by highly trained staff reflects EEF and NFER research.</p> <p>Holding all staff to account through not accepting low or variable performance.</p> <p>Introduce aspiration interventions for HA pupils including visit to University.</p> <p>A need to develop metacognition And self- regulation strategies - EEF research July 2018 (+8 months).</p> <p>Mastery learning (+5 months) EEF research highlights the raising of big questions – through P4C and debates, stimulating discussions etc.</p>	<p>Training for all new staff on higher order thinking skills and use of questioning in lessons.</p> <p>Question prompts to be given to all staff to use in lessons / Blooms questions for Maths.</p> <p>Mathletics integral part of breakfast club provision.</p> <p>Catch up Pirate Write intervention Year 3.</p> <p>Weekly after school club for HA pupils.</p> <p>Embed effective feedback across all year groups – PLM Updates.</p> <p>Teresa Heathcote writing.</p> <p>INSET September 2018.</p> <p>Teresa Heathcote Reading PLM - November 2018.</p>	£30,000

<p>Low levels of aspiration and pupil involvement in extra-curricular activities.</p> <p>Low levels of engagement in learning from PP families.</p>	<p>Family Learning Programme.</p> <p>Workshops for parents RWM.</p> <p>Rich and varied extracurricular provision.</p> <p>The Real Junk Food Project.</p> <p>Additional Food Bank and Clothing Stall for families in need.</p> <p>Christmas Fayre.</p> <p>Target support from Pastoral Team.</p> <p>Comfort Club.</p> <p>Sparkle and Shine weekly community assembly.</p> <p>Birthday tea and cakes with the Principal.</p> <p>Continue to extend community opportunities – Garden Party, Fabulous Finish, Bedtime Stories etc.</p> <p>Continue with Care home visits across KS2.</p> <p>Community Allotments visits for every class.</p> <p>9 Habits home learning.</p>	<p>NFER research – school provides strong social and emotional support, including through working with families.</p> <p>71% of vulnerable pupils are PP Pupils.</p> <p>Research evidence shows “worklessness” is a priority need in areas of deprivation.</p> <p>EEF research highlights the importance of the development of character - a set of attitudes, skills and behaviours that underpin all we do – especially important for pupils from disadvantaged backgrounds.</p> <p>Ofsted PP report 2016 – highlights the importance of leaders at all levels prioritising the achievement of disadvantaged pupils and how pupils’ personal development and welfare needs are equally valued and used as indicators of development.</p>	<p>Family learning programme including crèche facilities.</p> <p>Coffee mornings supported by local family workers.</p> <p>Market Stall.</p> <p>Targeted pupil support daily from pastoral manager.</p> <p>Daily comfort club for target group led by TA each lunchtime.</p> <p>Raising aspirations through Sparkle and Shine, bench, University links.</p> <p>Families will access food bank and clothing stall.</p> <p>Learning workshops e.g. phonics, maths and English.</p>	<p>£20,000</p>
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**iii. Other approaches**

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned Will the strategy continue / change?	Cost
<p>Lower attendance rates for pupils eligible for PP High PA rates for PP Pupils.</p>	<p>Sol Attendance system Designated Attendance Officer.</p> <p>Pastoral team of three.</p> <p>Good Junk Food Project.</p> <p>Daily breakfast Club provision.</p> <p>Collection Service for pupils Assistance with transport Costs.</p> <p>Comprehensive Incentives and rewards system.</p> <p>Punctuality Parrot.</p>	<p>NFER research (Ofsted 2014 PP report) - we respond quickly to poor attendance and provide strong social and emotional support for children and through working with their families.</p> <p>NFER research states addressing behaviour and attendance is one of the most effective ways of supporting disadvantaged pupils.</p> <p>Identified PP PA group with specified actions high % of PP pupils living out of Catchment.</p> <p>High % of holidays taken during term time.</p> <p>EEF research highlights the importance of the development of character - a set of attitudes, skills and behaviours that underpin all we do – especially important for pupils from disadvantaged backgrounds.</p> <p>Ofsted PP report 2016 – highlights the importance of leaders at all levels prioritising the achievement of disadvantaged pupils and how pupils' personal development and welfare needs are equally valued and used as indicators of development.</p>	<p>Designated Attendance Officer well briefed on target group - track weekly.</p> <p>Introduce specific incentives for target group of PP pupils.</p> <p>Numerous rewards including trophies, medals, certificates, pizza parties and termly shopping voucher draw for parents.</p> <p>Free breakfast club for all PP pupils daily.</p> <p>Support for families in breakfast club from pastoral team.</p> <p>Weekly market stall providing fresh fruit and vegetables at very low cost.</p> <p>Meet and greet at Nursery and main gate (pastoral team).</p> <p>Collection service for families in need - pastoral team.</p>	<p>£29,240</p>
<p>Low levels of aspiration and pupil involvement in extra-curricular activities.</p> <p>Lower levels of engagement with learning of PP families.</p>	<p>Family Learning Programme.</p> <p>Workshops for parents RWM.</p> <p>Rich and varied extracurricular provision.</p> <p>The Good Junk Food Project.</p> <p>Target support from Pastoral Team.</p>	<p>EEF Teaching and learning tool kit shows social and emotional learning (+4).</p> <p>NFER research – school provides strong social and emotional support, including through working with families.</p> <p>71% of vulnerable pupils are PP Pupils.</p>	<p>Designated Pastoral Manager Food bank available for families in need.</p> <p>Signposting to available support.</p> <p>Family learning programme.</p> <p>Ongoing feedback from parents.</p> <p>Children's University - involvement of families – graduation for pupils achieving gold at City Hall.</p> <p>Comprehensive out of school activity programme.</p>	<p>£25,443</p>

	<p>Comfort Club.</p> <p>Sparkle and Shine weekly community assembly.</p> <p>Birthday tea and cakes with the Principal.</p> <p>Continue to extend community opportunities – Garden Party, Fabulous Finish, Bedtime Stories etc.</p> <p>Credit Union financial support for families.</p>	<p>Research evidence shows “worklessness” is a priority need in areas of deprivation.</p> <p>EEF research highlights the importance of the development of character - a set of attitudes, skills and behaviours that underpin all we do – especially important for pupils from disadvantaged backgrounds.</p> <p>Ofsted PP report 2016 – highlights the importance of leaders at all levels prioritising the achievement of disadvantaged pupils and how pupils’ personal development and welfare needs are equally valued and used as indicators of development.</p>	<p>Free uniform to all new PPG pupils including PE kit.</p> <p>Christmas gift to all pupils.</p> <p>Weekly birthday tea events.</p> <p>Piano lesson free for PP pupils.</p> <p>Horse riding –subsidised for PP pupils.</p> <p>Introduction of violin and singing lessons subsidised for PP Pupils.</p> <p>Variety of educational visits –subsidised for PP pupils.</p> <p>Junk Food Project – Market Stall – enterprise.</p> <p>Residential UKS2 subsidised for PP pupils.</p> <p>Set up savings scheme for parents.</p>	
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3. Prior Year achievement						
Achievement for: 2018/19	All pupils		Pupils eligible for PP		Pupils not eligible for PP	
	Academy	National	Academy	National	Academy	National

% achieving EXP or above in RWM combined KS2	43%	65%	40%	51%	50%	71%
% achieving HS in RWM combined KS2	0%	11%	0%	5%	0%	13%
% achieving EXP or above in reading KS2	71%	73%	60%	62%	100%	78%
% achieving HS in reading KS2	0%	28%	0%	17%	0%	31%
Progress score reading KS1-2	2.9	0.03	3.2	-0.59	2.5	0.31
% achieving EXP or above in writing KS2	86%	78%	100%	68%	0%	83%
% achieving HS in writing KS2	29%	20%	20%	11%	50%	24%
Progress score writing KS1 - 2	5.5	0.03	8.9	-0.44	-1.2	0.24
% achieving EXP or above in maths KS2	57%	79%	60%	67%	50%	84%
% achieving HS in maths KS2	14%	24%	0%	16%	50%	31%
Progress score maths KS1 – 2	-1.3	0.03	1.2	-0.58	-6.4	0.31
Achievement for: 2018/19	All pupils		Pupils eligible for PP		Pupils not eligible for PP	
	Academy	National	Academy	National	Academy	National
% achieving EXP or above in reading Y2	50%	75%	48%	62%	52%	79%
% achieving GD in reading Y2	2%	26%	3%	14%	0%	29%
% achieving EXP or above in writing Y2	19%	70%	21%	55%	16%	74%
% achieving GD in writing Y2	0%	16%	0%	8%	0%	18%
% achieving EXP or above in maths Y2	50%	76%	45%	63%	56%	80%
% achieving GD in maths Y2	0%	22%	0%	12%	0%	25%
% achieving expected standard in phonics Y1	71%	83%	78%	72%	62%	85%
% achieving GLD EYFS	66%	72%	60%	57%	69%	74%
% exceeding GLD EYFS	4%		7%		3%	
Achievement for: 2018/19	All pupils		Pupils eligible for PP		Pupils not eligible for PP	

	Academy	National	Academy	National	Academy	National
<b>% Attendance</b>	91.0%	95.8%	90.9%	94.3%	91.2%	96.3%
<b>% FT Exclusion</b>	13.0%	1.37%	17%	3.77%	6.5%	0.72%
<b>% In year movement</b>	58.8%		%		%	

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

Please refer to the EEF documents Teaching and Learning Toolkit, Families of schools database and Evaluation Tool and also the Pupil Premium Awards website.

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

<b>OCL</b>	Increasing A+ disadvantaged learners Increasing PP boys' attainment in key subjects in order to narrow the gap between their peers
<b>A.</b>	Enhance children's learning habits and skills e.g. independence, resilience, collaboration etc.
<b>B.</b>	Social, Emotional and Mental Health Needs - attachment difficulties, emotional regulation difficulties, conflict resolution difficulties



C.	Reading across all year groups – comprehension skills, inference
D.	Maths – application of reasoning with greater independence
E.	Increasing the % of children working at ARE at the of statutory year groups (EYFS, Y1 phonics Y2 and Y6)
F.	Attendance – increase in overall attendance across all year groups and reduction in PA

**External barriers (issues which also require action outside school such as attendance rates)**

G.	Parental engagement – low aspirations, attendance at workshops, support with home learning and reading
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**5. Desired outcomes**

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>																																																																																							
<b>OCL</b>	Increasing A+ disadvantaged learners  Increasing PP boys' attainment in key subjects in order to narrow the gap between their peers	Focus on disadvantaged pupils Ensure that class teams are aware of PP children Increased % for ARE across all year groups including statutory assessment points																																																																																							
<b>A.</b>	Enhance children's learning habits and skills e.g. independence, resilience, collaboration etc.	Appointment of BLP Champion BLP training, resources and support Quantitative and qualitative data linked to disadvantaged children's learning habits																																																																																							
<b>B</b>	Social, Emotional and Mental Health Needs - attachment difficulties, emotional regulation difficulties, conflict resolution difficulties  Low self-confidence and self-esteem – applying learning in different contexts independently (A+ disadvantaged learners)	SEMH training – Inset Day (September 2019) Fusion TSA – supporting staff CERTs training (November 2019) Learning characters Pastoral Assistant – early intervention (disadvantage) Building Learning Power Identification of PP children – use of Pastoral Assistant																																																																																							
<b>C.</b>	Reading across all year groups – comprehension skills, inference	<table border="1"> <thead> <tr> <th rowspan="2">Measures</th> <th colspan="3">2020 targets</th> </tr> <tr> <th>All pupils</th> <th>Disadvantaged</th> <th>Non-disadvantaged</th> </tr> </thead> <tbody> <tr> <td>EYFS - GLD (Reception)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Phonics - Year 1</td> <td>74%</td> <td>80%</td> <td>72%</td> </tr> <tr> <td colspan="4"><b>Key Stage 1</b></td> </tr> <tr> <td>KS1 Reading % at expected</td> <td>55%</td> <td>52%</td> <td>57%</td> </tr> <tr> <td>KS1 Writing % at expected</td> <td>55%</td> <td>52%</td> <td>57%</td> </tr> <tr> <td>KS1 Maths % at expected</td> <td>59%</td> <td>61%</td> <td>57%</td> </tr> <tr> <td>KS1 Reading % at greater depth</td> <td>18%</td> <td>9%</td> <td>25%</td> </tr> <tr> <td>KS1 Writing % at greater depth</td> <td>12%</td> <td>9%</td> <td>14%</td> </tr> <tr> <td>KS1 Maths % at greater depth</td> <td>14%</td> <td>4%</td> <td>21%</td> </tr> <tr> <td colspan="4"><b>Key stage 2</b></td> </tr> <tr> <td>KS2 Combined R/W/M - % at expected</td> <td>53%</td> <td>42%</td> <td>71%</td> </tr> <tr> <td>KS2 Reading - % at expected</td> <td>63%</td> <td>58%</td> <td>71%</td> </tr> <tr> <td>KS2 Writing (teacher assessment) - % at expected</td> <td>53%</td> <td>42%</td> <td>71%</td> </tr> <tr> <td>KS2 Maths - % at expected</td> <td>74%</td> <td>75%</td> <td>71%</td> </tr> <tr> <td>KS2 GPS - % at expected</td> <td>53%</td> <td>42%</td> <td>71%</td> </tr> <tr> <td>KS2 Combined R/W/M - % at greater depth</td> <td>5%</td> <td>0%</td> <td>14%</td> </tr> <tr> <td>KS2 Reading - % at greater depth</td> <td>11%</td> <td>8%</td> <td>14%</td> </tr> <tr> <td>KS2 Writing (teacher assessment) - % at greater depth</td> <td>11%</td> <td>8%</td> <td>14%</td> </tr> <tr> <td>KS2 Maths - % at greater depth</td> <td>5%</td> <td>0%</td> <td>14%</td> </tr> <tr> <td>KS2 GPS - % at greater depth</td> <td>11%</td> <td>8%</td> <td>14%</td> </tr> </tbody> </table>	Measures	2020 targets			All pupils	Disadvantaged	Non-disadvantaged	EYFS - GLD (Reception)				Phonics - Year 1	74%	80%	72%	<b>Key Stage 1</b>				KS1 Reading % at expected	55%	52%	57%	KS1 Writing % at expected	55%	52%	57%	KS1 Maths % at expected	59%	61%	57%	KS1 Reading % at greater depth	18%	9%	25%	KS1 Writing % at greater depth	12%	9%	14%	KS1 Maths % at greater depth	14%	4%	21%	<b>Key stage 2</b>				KS2 Combined R/W/M - % at expected	53%	42%	71%	KS2 Reading - % at expected	63%	58%	71%	KS2 Writing (teacher assessment) - % at expected	53%	42%	71%	KS2 Maths - % at expected	74%	75%	71%	KS2 GPS - % at expected	53%	42%	71%	KS2 Combined R/W/M - % at greater depth	5%	0%	14%	KS2 Reading - % at greater depth	11%	8%	14%	KS2 Writing (teacher assessment) - % at greater depth	11%	8%	14%	KS2 Maths - % at greater depth	5%	0%	14%	KS2 GPS - % at greater depth	11%	8%	14%
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Identification of pupils who have prior attainment data and are disadvantaged.

Targeted teaching and learning through boosters.

<b>F.</b>	Attendance – increase in overall attendance across all year groups and reduction in PA	Greater staff awareness and ownership Attendance Officer weekly meetings with Principal Engage with children and families Increased % and early intervention for PP children and families
<b>G.</b>	Parental engagement – low aspirations, attendance at workshops, support with home learning and reading	

## 6. Planned expenditure

<b>Academic year</b>	<b>2019 / 20</b>	<b>PP allocation</b> £184,140.00
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i Quality of teaching for all

<b>Intended outcome</b>	<b>Chosen action / approach</b> <b>Expected length of strategy</b>	<b>What is the evidence and rationale</b> <i>(Reference EEF and other sources of evidence)</i>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Expected length of strategy</b> <b>When will this be reviewed?</b> <i>Notes from review (add in different colour text)</i>	<b>Costs</b> <i>(Does this include non PP funding in addition?)</i>
Disadvantaged (boys) pupils make accelerated progress from their starting points	Identification of disadvantaged pupils and focus for all staff on these group of pupils	EEF impact of 4+	-Introduction of BLP -Ensure PSHE and Circle Time lessons are purposeful and aspirational -Learning tailored	<b>AD</b> <b>CH</b> <b>KH</b> <b>SM</b> <b>HS</b> <b>EW</b>	Yearly	£2,500 for BLP training  £19,250 for Jigsaw subscription (whole school)

<p><i>Barriers: A, B, C, D &amp; OCL</i></p>	<p>To continue to adapt the curriculum to meet the needs of pupils with SEND; developing increasing fluency and independence of application of knowledge and skills</p>	<p>EEF impact of 5+ for oral language intervention programme</p> <p>Good practice visits to other settings (Abbey Specialist School)</p>	<p>-Streamline systems so class teams understand pupil need and personalised strategies and that they are consistently applied (train staff as needed)</p> <p>-Develop a time effective QA process to ensure all interventions are rigorously evaluated and adjusted</p> <p>-Embed intervention data tracking to inform next steps</p>	<p><b>AD KR</b></p>	<p>Termly</p>	<p>£11200 Additional SEND Leadership</p> <p>£6000 Staff training, resources &amp; EAZ MAG subscription</p>
<p>Ensure More Able Pupil Premium (boys) pupils achieve GD by the end of the academic year</p> <p><i>Barriers: A, B, C D &amp; OCL</i></p>	<p>Identify More Able Pupil Premium Pupils</p> <p>BLP in place from September</p> <p>Staff to complete BLP modules monthly</p> <p>'Staggered Starts' taking place so that children are accessing work at appropriate and challenging starting points</p> <p>Helicopter marking to take place within lessons</p>	<p>BLP makes the 'HOW' of learning explicit and develops lifelong learners</p> <p>Ensure staff are aware of the different groups of children in their class</p>	<p>Ensure that disadvantaged pupils' progress and attainment is in line with that of their peers</p>	<p><b>AD CH SM KH HS EW</b></p>	<p>On-going to be reviewed half-termly with the final review in July 2020.</p>	<p>£2,500 for BLP training</p>
<p>Attainment for disadvantaged pupils is raised</p> <p><i>Barriers: A, B, C D &amp; OCL</i></p>	<p>Secure expert pedagogical content knowledge across all subjects by addressing gaps in staff knowledge</p>	<p>EEF Feedback high impact +8 EEF</p> <p>Metacognition and self-regulation high impact +7</p>	<p>-Introduce and embed metacognition and working memory strategies</p> <p>-Enhance individual coaching programme using Powerful Action Steps evaluation/reflection</p> <p>-Subject specific staff training</p>	<p><b>AD CH SM KH HS JG (NLP)</b></p>		<p>£2949 Iris subscription</p> <p>£4034 Locality B &amp; Learn Sheffield</p> <p>£500 Rotherham School Imp</p>

			<p>-Building learning power – introduce and embed, focus on perseverance</p> <p>-IRIS setup (reflection)</p> <p>-NLP support (JG)</p>			
<p>Raise the self-esteem, resilience and aspirations of our PP pupils.</p> <p><b>Barriers: A, B &amp; G</b></p>	<p>Pupils to be using BLP language consistently as well as modelling the BLP Habits both in lesson and throughout the school</p> <p>Blooms Taxonomy to be in use in classrooms</p> <p>After School Clubs: Judo, Lego, Bootcamp, Football &amp; Basketball – focus on inviting key PP pupils</p> <p>Pastoral Team to deliver targeted support and intervention through nurture provision</p>	<p>This is something we will continue to focus on by embedding BLP throughout the school.</p>	<p>In lesson observations, pupils show greater resilience. They are willing to make mistakes, and learn from them. They are willing to use trial and error to develop their learning style.</p> <p>Pupils &amp; staff will be using the language of BLP as well as demonstrating the BLP habits</p>	<p><b>AD</b> <b>RF</b> <b>EW</b></p>	<p>Ongoing updates Final review July 2020</p>	<p>Funding from Sports Premium</p>
<b>ii Targeted support</b>						
<b>Intended outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale</b> <i>(Reference EEF and other sources of evidence)</i>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Expected length of strategy</b> <b>When will this be reviewed?</b> <i>Notes from review (add in different colour text)</i>	<b>Costs</b> <i>(Does this include non PP funding in addition?)</i>

<p>To improve attendance for disadvantageded pupils</p> <p><i>Barriers: F</i></p>	<p>Attendance Officer action plan</p> <p>Meetings with the parents of children with poor attendance</p> <p>Attendance displays in class</p> <p>Attendance rewards / celebration in assembly</p> <p>Use of SOL attendance – trackers to be shared weekly</p> <p>Teachers / TAs / staff to log on CPOMs after speaking to parents about attendance</p>	<table border="1"> <tr> <td>% Attendance</td> <td>94.50%</td> <td>94.17%</td> <td>94.88%</td> </tr> <tr> <td>% PA</td> <td>11.35%</td> <td>6.95%</td> <td>4.39%</td> </tr> </table>	% Attendance	94.50%	94.17%	94.88%	% PA	11.35%	6.95%	4.39%	<p>Closing the gap in attendance between PP and non-PP pupils</p>	<p><b>AD</b> <b>EB</b> <b>GB</b> <b>SOL</b></p>	<p>Ongoing updates</p> <p>Final review July 2020</p>	<p>£1000 attendance rewards</p> <p>Attendance Lead and Pastoral Assistant salaries</p>
% Attendance	94.50%	94.17%	94.88%											
% PA	11.35%	6.95%	4.39%											
<p>Disadvantaged children are engaged in school life, attend regularly and on time</p> <p><i>Barriers: F &amp; G</i></p>	<p>Continue to develop and embed high quality, robust attendance procedures</p> <p><i>Good practice observed in other Oasis schools</i></p>	<p>Academy attendance procedures</p> <p>CME</p>	<p>Continue to improve the overall % of attendance toward national including those pupils who are disadvantaged.</p>	<p><b>AD</b> <b>EB</b> <b>GB</b> <b>SOL</b></p>	<p>Termly</p> <p>Final review in July 2020</p>	<p>£1000 attendance rewards</p> <p>Attendance Lead and Pastoral Assistant salaries</p>								

	Continue to develop and embed motivational and aspirational activities and rewards, including use of outdoors	<i>Outdoor area development in KS1 RSA 'Between the cracks' 2013 – need to minimise the impact of mobility on social relationships, readiness to learn/learning skills and low attainment</i>	Revise the behaviour protocol inline with new OCL policy.  Continue to develop bespoke, motivation rewards.  Plan to use the new Forest school area as part of EYFS and pastoral provision.	<b>AD SH HS GB</b>		£550 Singing package £5000 Behaviour & attendance rewards £3000 KS1 outdoor area £4,500 Forest School area development
	Continue to develop parent partnerships:	<i>EEF Early Years intervention moderate impact +5 EEF parental involvement moderate impact +3</i>	Continue to develop the range of family learning and community events throughout the school year.  To further break down barriers focus on parenting and develop partnerships with other agencies to add capacity.	<b>AD EB GB LS BW</b>		<b>TBC</b>

Intended outcome	Chosen action and approach	What is the evidence and rationale <i>(Reference EEF and other sources of evidence)</i>	How will you ensure it is implemented well?	Staff lead	Expected length of strategy When will this be reviewed? <i>Notes from review (add in different colour text)</i>	Costs <i>(Does this include non PP funding in addition?)</i>
<p>Disadvantaged children are engaged in school life, attend regularly and on time</p> <p>Disadvantaged pupils make accelerated progress from their starting points</p> <p>Attainment for disadvantaged pupils is raised</p> <p><i>Barriers: A, B, E, F &amp; G</i></p>	<p>Continued implementation and development of attendance procedures</p> <p>Continued implementation of reward systems and incentives</p>	<p>Track record of improving attendance and diminishing the difference</p> <p><i>RSA 'Between the cracks' 2013 – need to minimise the impact of mobility on social relationships, readiness to learn/learning skills and low attainment</i></p>	<p>-Embed refreshed attendance policy – tighter timescales, all staff ownership, follow up</p> <p>-Breakfast club – develop suitable provision and opportunities to support reading</p> <p>-Embed refreshed behaviour policy</p>	<p><b>AD</b> <b>EB</b> <b>GB</b> <b>LS</b></p>	<p><b>Yearly</b></p>	<p>£2000 Attendance and Punctuality rewards</p> <p>£51000 £28560 % PPG Attendance Team</p> <p>£240 per year Lone working devices</p> <p>£3264 SOL</p> <p>£2000 Music/singing</p> <p>£5000 Behaviour incentives</p>
	<p>Continued development of the Hub and parent partnerships</p>	<p><i>EEF Early Years intervention moderate impact +5</i></p> <p><i>EEF parental involvement moderate impact +3</i></p>	<p>Complete funding bids for the hub building &amp; obtain planning permission</p> <p>-Continue to develop and deliver family learning and community events – involve the whole family</p> <p>-Revise the Family Centre involvement in school to a baby play group to complement the health café and</p>	<p><b>AD</b> <b>GB</b> <b>LS</b></p>	<p><b>Yearly</b></p>	<p>£3042 Designated Parent Partnership lead time</p> <p>£2500 Resources/events</p> <p>£2095 Real Junk Food project</p>

			parent workshops within EYFS for parenting support			
Ensure 100% of More Able PP pupils who achieved level 3/scaled score of 110+ make good + progress in order to reach their full potential each year  <i>Barriers: C, D &amp; E</i>	Quality First Teaching Growth Mindset embedded Questioning for Greater Depth in all lessons BLP to become embedded		Growth Mindset and BLP will become embedded and transfer into daily classroom practises. Pupils will develop resilience, and Higher order learning skills. Impact = increase number of pupils achieving greater depth.  Leaders to support staff to ensure quality 1 <sup>st</sup> teaching.	<b>AD CH KH HS SM</b>	<b>Yearly – reviewed each term</b>	4 x TA's to deliver intervention in the afternoon. £70,000
Further develop staff knowledge and skills to enhance teaching & learning of all pupils with a particular focus on PP.  <i>Barriers: C, D &amp; E</i>	Staff Meetings: Questioning, Moderation etc. planned in across the year. Working closely with other academies in the MAT Observing and sharing Good Practise NQT training through the teaching school		Lesson Observations will show impact of staff CPD. Improve teaching and learning outcomes for PP pupils.	<b>AD CH KH HS SM</b>		
					<b>TOTAL COST</b>	<b>£184,000</b>

**7. Additional detail (include contextual information)**

<b>Pupil Premium</b>	
<b>2014-15</b>	
<b>2015-16</b>	<b>25%</b>
<b>2016-17</b>	<b>40%</b>



<b>2017-18</b>	<b>50%</b>
<b>2018-19</b>	<b>54%</b>