

Archibald First School: 2020-21 Pupil Premium Strategy and Self-Evaluation



| 1. Summary information | | | | | |
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| Academic Year | 2020-2021 | Total PP budget (budgeted) including LAC, post LAC and service children | £68140 (Revised £75, 640) | Amount per pupil: | FSM Ever 6 = £1,345 Armed Forces = £310 Pupil Premium Plus = £2,345 (Early Years (Nursery) = £300) |
| Total Number of Pupils | 300 plus 52 (FTE) in Nursery in September 336 | Funding based on January 2020 Census: Number of pupils eligible for PP including post LAC and service children | FSM & Ever 6 = 36 Armed Forces = 1 Pupil Premium Plus = 13 Early Years = 5 14.8% of school population (Updated March 2021) | Number of pupil premium children in each year group for the academic year 2020-2021: | Nursery = 5 Reception = 5 now 7 Yr1 = 3 now 4 Yr2 = 9 Yr3 = 11 Yr4 = 11 (Updated March 2021) |
| Date of external pupil premium review: Ongoing work with School Improvement Partner – Mike Howard | | | Dates of internal reviews: December 2020, March 2021, July 2021 | | |

| 2. Key Indicators Summer 2020: PPF = Pupil Premium Funding | | | | | |
|---|-----------------------------|-------------------------|---------------|---|--|
| Early Years: XX in cohort XX PP XX non-PP (XX% GLD OVERALL) | | | | | |
| (National Average for ALL PUPILS - NA) | Pupils not eligible for PPF | Pupils eligible for PPF | In school gap | 2020 national averages for pupils not eligible for PP | Attainment gap compared to national others |
| % achieving Good Level of Development NA – XX% | N/A | N/A | N/A | N/A | N/A |
| % achieving expected standard in reading NA – XX% | N/A | N/A | N/A | N/A | N/A |
| % achieving expected standard in writing NA – XX% | N/A | N/A | N/A | N/A | N/A |
| % achieving expected standard in maths NA – XX% | N/A | N/A | N/A | N/A | N/A |

| End of Key Stage 1: XX in cohort XX PP XX non-PP | | | | | |
|---|------------------------------------|--------------------------------|----------------------|--|---|
| (National Average for ALL PUPILS) | Pupils not eligible for PPF | Pupils eligible for PPF | In school gap | 2020 national averages for pupils not eligible for PP | Attainment gap compared to national others |
| % achieving expected standard in reading NA – XX% % achieving greater depth in reading % making expected progress in reading (as measured in the school) | N/A | N/A | N/A | N/A | N/A |
| % achieving expected standard in writing NA – XX% % achieving greater depth in writing % making expected progress in writing (as measured in the school) | N/A | N/A | N/A | N/A | N/A |
| % achieving expected standard in maths NA – XX% % achieving greater depth in maths % making expected progress in maths (as measured in the school) | N/A | N/A | N/A | N/A | N/A |
| Phonics: XX in cohort XX PP XX non-PP | | | | | |
| (National Average for ALL PUPILS) | Pupils not eligible for PPF | Pupils eligible for PPF | In school gap | 2020 national averages for pupils not eligible for PP | Attainment gap compared to national others |
| % achieving expected standard in phonics (Year One) NA – XX% | N/A | N/A | N/A | N/A | N/A |
| End of Year 4: XX in cohort XX PP XX non-PP | | | | | |
| | Pupils not eligible for PPF | Pupils eligible for PPF | In school gap | 2020 national averages for pupils not eligible for PP | Attainment gap compared to national others |
| % achieving expected standard in reading (as measured in the school) % achieving greater depth in reading (as measured in the school) % making expected progress in reading (as measured in the school) | N/A | N/A | N/A | | |
| % achieving expected standard in writing (as measured in the school) % achieving greater depth in writing (as measured in the school) % making expected progress in writing (as measured in the school) | N/A | N/A | N/A | | |
| % achieving expected standard in maths (as measured in the school) % achieving greater depth in maths(as measured in the school) % making expected progress in maths (as measured in the school) | N/A | N/A | N/A | | |
| Attendance data: | | | | | |
| Attendance % Reception to Year 4 | N/A | N/A | N/A | N/A | |
| Persistently absent % Reception to Year 4 - attendance rate of 90% or below | N/A | N/A | N/A | | |

| 3. Current attainment and progress: PPF = Pupil premium funding | | | | |
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| | Target | December | March | July |
| Early Years: 60 in cohort 7 PP 53 non-PP % of pupils on track to achieve a Good Level of Development (GLD) | 83% (5/6) | 66% (4/6) | No data updated due to school closures 6 th January to 8 th March | GLD Not Collected 43% (3/7) |
| Phonics (Year 1) 60 in cohort 4 PP 56 non-PP % of pupils on track to pass the 2020 Year 1 Phonics Check | 50% (2/4) | 50% (2/4) | No data updated due to school closures 6 th January to 8 th March | Phonics Check Cancelled 100% (5/5) |
| Year 2: 60 in cohort 9 PP 51 non-PP % of pupils on track to achieve expected standard or above in reading % of pupils on track to achieve greater depth in reading % of pupils on track to achieve expected standard or above in writing % of pupils on track to achieve greater depth in writing % of pupils on track to achieve expected standard or above in maths % of pupils on track to achieve greater depth in maths | 22% (2/9) 0% (1/9) 22% (2/9) 0% (1/9) 22% (2/9) 0% (1/9) | 22% (2/9) 0% (1/9) 22% (2/9) 0% (1/9) 22% (2/9) 0% (1/9) | No data updated due to school closures 6 th January to 8 th March | 30% (3/10) 0% 30% (3/10) 0% 30% (3/10) 0% |
| Year 4 60 in cohort 11 PP 49 non-PP % of pupils on track to achieve expected standard or above in reading % of pupils on track to achieve greater depth in reading % of pupils on track to achieve expected standard or above in writing % of pupils on track to achieve greater depth in writing % of pupils on track to achieve expected standard or above in maths % of pupils on track to achieve greater depth in maths | 91% (10/11) 9% (1/11) 64% (7/11) 9% (1/11) 82% (9/11) 18% (2/11) | 91% (10/11) 9% (1/11) 64% (7/11) 9% (1/11) 82% (9/11) 18% (2/11) | No data updated due to school closures 6 th January to 8 th March | 70% (7/10) 20% (2/10) 50% (5/10) 10% (1/10) 60% (6/10) 40% (4/10) |
| Years 1 to 4 (3 steps progress+) % on track to making expected progress in reading (as measured by the school) % on track to making expected progress in writing (as measured by the school) % on track to making expected progress in maths (as measured by the school) | 100% 100% 100% | 84% 90% 94% | No data updated due to school closures 6 th January to 8 th March | |

| 4. Barriers to future attainment for pupil eligible for pupil premium funding in 2020-2021 | |
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| A. | Covid 19 – return to school following closures in spring/summer 2020 and ongoing impact of isolations/lockdowns |
| B. | Social and emotional needs of the children: Pupils are not resilient, independent learners and this affects their progress. |
| C. | Aspirations and ambition of some pupils and their parents are lower in comparison to those of others |
| D. | Family support: Some parents do not support home learning well e.g. do not hear their children read. <i>Due to school closures in spring/ summer 2020, this will be intensified in 2020-21</i> |
| E. | Socio-economic issues including housing, income and wider family circumstances |
| F. | The percentage of pupil premium children below age-related expectations when they start school: Specifically, there are speech and language, and broader communication issues (60% EYFS 2020-21). Fine motor skills are often highlighted as a cause for concern. |
| G. | Some of the PP children are also on the SEN register (20%) (See SEND plan and expenditure) |

| 5. Planned expenditure 2020-2021 | | | | | |
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| i. Targeted Support Linked to Barriers | | | | | |
| Total budgeted cost = £10000 Staffing Costs, £2500 Financial Barrier Support for FSM | | | | | |
| Intended outcomes | Actions | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | Impact so far |
| Covid 19 – Return following school closures and ongoing impact of isolations/lockdown (A, B, D, E, F) | <ul style="list-style-type: none"> HT, DHT and FSA to be visible during the school day, engaging with parents who may have worries or concerns. Where needed target specific families for conversations. Class teachers to maintain open dialogue with families and visibility at the start / end of the school day. Clear recovery curriculum (see additional documents) Clear plan for COVID catch up funds in addition to PP funding (see additional documents) Children’s attendance is good (Sep 2019-March 2020 All- 97%, FSM, 94% and PP 95%) Children are happy and in the right place to learn | School closures during spring/summer 2020 will have impacted on our families in different ways. | Ongoing dialogue with staff, children and parents. Monitor attendance. Parent voice. School ethos and environment | HT FSA Staff | Autumn: chn and families settled into school- life. See Wellbeing survey for chn. See additional documents and updates. See PPM notes and Dec data. |
| To support parents and children with an issue arising in the home environment which maybe impacting on the child. (D, E) | <ul style="list-style-type: none"> PSA to support parents with routines, behaviour, homework as well as additional support on an individual basis. Sign-post families to additional support in the community if needed – including CYPS, income support, housing etc. Target pastoral and family support via Early Help if needed. Liaison with external professionals. | Families need support with wider issues. Impact of Covid on families. Presentation of chn is different between home and sch environments. Open communication between home and school will impact positively on the chn. | Monitor impact of support from FSA. Parental feedback. Review with other professionals who may work with families. | FSA | FSA in place and in communication with families over the year. Brought families in for Early Help Plans. School communicated |

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| | | | | | with families all through lockdown and prior to return to school. |
| Children are supported in their learning by their families at home (D) | <ul style="list-style-type: none"> Discuss with PP parents' ways we can help them to support their children's learning at home. When it is safe to do so, plan for parent sessions linked to parenting skills and how to support learning. Prepare for incidents of isolation and closure – look at electrical devices and plan for engagement from families | Increased parental support will lead to increased progress and attainment | <p>Frequency that parents hear their children read evidenced in homework diaries.</p> <p>Keep records of the number of parents attending parents' evenings and events</p> <p>Parent voice and children voice through feedback and questionnaires.</p> | FSA HT Core subject leaders Class teachers | <p>Laptops loaned. Subscriptions to on line packages invested in. Teacher additional support over Teams or phone calls</p> <p>No face to face due to covid.</p> |
| Children will demonstrate a higher level of speaking and listening skills. They will be able to express themselves clearly. Fine Motor Skills will be addressed. (F, G) | <ul style="list-style-type: none"> Archibald Toddlers run by our Family Support Adviser to develop our youngest children's social and communication skills. See Recovery Curriculum plans See EYFS Action Plan Reception to take part in Nuffield Early Language Intervention programme – ensure PP children access programme Nursery to work with Northumbria University for Speech and Language programme (via SEND leader) | S&L and fine motor skills have been highlighted consistently for the last few years. Covid closures for schools, pre-schools and nurseries will have potentially added to this. | <p>Pre and post assessments for NELI and Uni S&L. Tracker</p> <p>Increased engagement from children.</p> <p>TLR Monitoring</p> | | NELI assessments were all above the required standard. School put in place own interventions for the children |
| <p>Children enter school ready to learn with positive mental wellbeing and secure relationships within school.</p> <p>Children will be supported with their emotional wellbeing and mental health (B)</p> | <ul style="list-style-type: none"> From the school closures spring/summer 2020, feedback from families regarding children's mental health and wellbeing will be gathered prior to the return to school. This will be in addition to the ongoing communication with specific families. Staff value positive relationships with families and invest time getting to know the individual circumstances of all children in their class. Therefore, relationships between home and school are productive. Class teachers and TA's to have whole class sessions on well-being and worries. If individuals need further support, teachers to sign post to FSA for appropriate support and intervention. Identified children will be given individual intervention programmes, counselling sessions and support programmes tailored to their <i>emotional and mental health needs</i>. Additional staffing used specifically to aid PP children both in and outside of lessons – this includes both teachers and support staff being used to target PP children. | <p>Children and families need to have a positive relationship with the school.</p> <p>Children will benefit from a smooth and positive start to the school day.</p> <p>Two-way dialogue is vital in developing relationships between home and school.</p> <p>Increased parental engagement and support will ensure that home and school work closely</p> | <p>Parental voice.</p> <p>Pupil voice / parental questionnaire.</p> | All FSA SENDCo Class teachers | <p>See staff feedback from narratives and PPM.</p> <p>SEMH Questionnaire</p> <p>Parent Survey questionnaire</p> |

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| | <ul style="list-style-type: none"> • Children and families are met by designated staff, with routines to enter the school for a positive start to the school day established for individual children. • Children are supported to cope with transitions and change by providing additional structure and support at break and lunchtimes, visual aids are prepared and used where applicable. • Staff liaise closely with parents who can help children prepare for change, and also encourage a regular on-going dialogue. • Bespoke timetables will be put in place where a need is identified. • Use of EP time where applicable. • Pupil's behaviour for learning and attitude to learning is at least good. | together in order to ensure that there are positive outcomes for the children. | | | |
| <p>Children have experiences similar to those of their peers.</p> <p>Children have opportunities to access all educational experiences available.</p> <p>Provide high quality enrichment opportunities to inspire all pupils to aim higher.</p> <p>All pupils, regardless of their economic background are exposed to high quality and enriching experiences.</p> <p>School supports the development of cultural capital for all pupils.</p> <p>(B, C, D, E)</p> | <ul style="list-style-type: none"> • Remove the financial barrier to pupils accessing quality enrichment that enhance learning opportunities by school making full payment of educational visits and extra-curricular activities including music tuition etc for those children who are currently receiving FSM. • Provide high quality learning experiences and enrichment opportunities for all pupils to inspire children's life experiences, and to encourage them encouraging them to have high aspirations. • Visits from authors, theatre companies, computing specialists, artists and employers to provide exciting learning experiences to encourage all children to aim high. (When it is safe to do so) • Engagement with families to share their vocations with children in school to raise aspirations and look at possibilities for the future. (When it is safe to do so) • Visit to North East Science Fair and universities. (When it is safe to do so) • Special STEM days to provide science, technology, engineering and maths challenges and career information. (When it is safe to do so) | <p>Children are not disadvantaged by a lack of opportunities.</p> <p>Opportunities for children to experience new sporting/music/drama activities and build an interest in this area – an opportunity to expand skills.</p> <p>Social opportunities will enhance confidence and increase aspirational thinking.</p> <p>By paying for these, we remove the financial barrier that may have prevented the children accessing them.</p> <p>Some of our families have low aspirations or are channelled into following the footsteps of parents / carers. Raising awareness through discussions with others and visits shows the children the vast range of possibilities for the future.</p> | <p>Plan quality opportunities.</p> <p>Monitoring of visits and experiences available.</p> <p>Parent voice. Invite feedback from children. Monitor evaluations from staff/pupils.</p> <p>Club lists monitored and updated</p> <p>Check enrichments are impacting on pupil outcomes by looking at the quality of work produced after visits and trips.</p> | HT/DHT/Admi n Officer SLT | Completed as far as possible due to covid |

| ii. Quality of teaching for ALL | | | | | |
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| Intended outcomes | Actions | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | Impact so far |
| Ensure all teachers and teaching assistants have high expectations about the progress and attainment of pupil premium children, so they stretch and challenge them appropriately. | <ul style="list-style-type: none"> Pupil premium children to be identified on staff planning, with interventions identified on provision map. Impact of interventions carefully monitored every half term. Continue to systematically monitor the effectiveness of teaching, learning and interventions. Continue to up skill and train our teaching assistants to best support the outcomes for ALL children. E.g. IDL training, ASD training and in-house Lexia training. Consideration: Drawing and Talking training, Lego Therapy Training, | A shared vision for all children to reach their full potential. | QA planning records Book monitoring Learning walks Planning and progress meetings | SLT | See progress and attainment data for children. Vulnerable children were in school during lockdown. |
| All teachers and TA's have a performance management target linked to pupil premium, SEND or most able outcomes. | <ul style="list-style-type: none"> Performance management targets linked to pupil outcomes agreed by end of Oct for teachers and TA's. All Pupil Premium children will be expected to make at least the same progress as their peers from their starting points. All children in receipt of PP funding who have no additional barriers to their learning will be expected to attain a GLD or at the Expected Standard. | This strategy has worked well over the last few years. It raises awareness and accountability for all. | HT and performance management governors to QA. | HT Governors | |
| Maintain the quality of marking so it impacts strongly on the attainment and progress of ALL pupil premium children. | <ul style="list-style-type: none"> Quality assure marking and feedback. Marking and feedback challenges based on performance within the lesson to further improve stretch /challenge for more able. Teachers to check that all children respond to teacher feedback comments and that the wording clearly explains how pupils need to improve their work. SLT will continue to monitor children's response to written feedback. | To ensure ALL can make good progress It is essential that our children know what they do well and how to improve their work. | Book monitoring by SLT and Staff | All teachers SLT to QA | |
| All teachers to plan for challenge through open ended tasks which are accessed by ALL children | <ul style="list-style-type: none"> Open ended challenges/tasks to be planned for and accessed by ALL children. Children will have equal opportunities to apply higher order subject skills. Flexible groupings and working arrangements in class will allow for peer support and influence. Subject leaders to monitor progression in skills and application for their subject area Teachers will use a range of evidence to make appropriate judgements. | Children are facilitated in showing what they can do, and going further than they would be able to with a 'closed' and 'set' task. Peer working will enable children to influence others through discussion generated and peer support. | Planning and Book monitoring by SLT and Staff Planning and Progress Meetings Data and narrative analysis | All teachers Subject leaders SLT | |

| iii. Targeted support for PP children | | | | | |
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| Total budgeted cost = Staffing Costs - £57, 000 (Yr2, 3 and 4) | | | | | |
| Intended outcomes | Actions | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | Impact so far |
| Purposeful Teaching Assistant Support | <ul style="list-style-type: none"> Small group and individual support in EYFS, KS1 and KS2 as identified by the class teacher. e.g. speaking and listening focus, reading, specific SEN program such as Lexia/IDL. Specific support for group of children in Year 1/2 eligible for PP around phonics. Specific support for group of children in Year 3 eligible for PP in RWM Support for group of children in Year 4 eligible for PP prior to transition for Middle School. | | Monitor PP children who access support from Teaching Assistants – do they make accelerated progress / reach their targeted level? | TLRs Class teachers | Key support invested in throughout the year. |
| Pupil Premium Plus (LAC and PLAC) children to make at least good progress from their starting points. | <ul style="list-style-type: none"> Pupil premium + children to be known to staff. EPEPs completed and updated by Designated teacher and class teachers. LAC Review meetings attended by the school with reports provided for all involved. Close communication with parents (including Virtual School), relevant professionals and pupils to identify additional priorities to enhance pupil well-being at the discretion of the school and the HT. All PP+ children will receive quality first teaching. All children in receipt of PP+ funding who have no additional barriers to their learning will be expected to attain a GLD or at the Expected Standard. PP+ children will be monitored for their progress and attainment from their starting points. Action plans and interventions for children at risk of falling behind related to both academic and emotional / social needs. Actively participate in the Attachment Awareness Research led by Newcastle Virtual School. | To ensure that all our PP+ children achieve their full potential and are well prepared for the next step in their education. | Challenging performance management targets, learning walks and workbook monitoring. Planning, progress and moderation meetings. | HT SENDCo LAC/PLAC Designated Adult - HT Class teachers | |
| iv. Desired Outcome linked to Attainment and Progress | | | | | |
| Total budgeted cost = Staffing Costs - £57, 000 (Yr2, 3 and 4) Resources - £5000 (IDL, Lexia, Doodlemaths) TOTAL £62,000 Resources | | | | | |
| Data targets will only be firmly established once the children are settled back into school life and their mental health and wellbeing needs are being fully met. | | | | | |
| Intended outcomes | Actions | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | Impact so far |
| GLD at the end of Reception for pupils eligible for PP funding will be in line with their peers. Children in receipt of PP funding will be Next | <ul style="list-style-type: none"> All children in receipt of PP funding who have no additional barriers to their learning will be expected to attain a GLD. Provide literacy and maths challenge areas in EYFS unit and ensure all pupil premium children access these during independent play. Provision mapping and personalised action plans for pupil premium children who need extra support to achieve GLD. Continue to develop existing good relationships with parents to ensure they know how to support and challenge at home. | Emphasis on Quality First Teaching Children who are PP continue to enter with a lower baseline than non-PP. | Staff meetings Planning Scrutiny Lesson observations Pupil progress meetings termly Monitor impact of interventions | Early Years Leader | See data and narratives |

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| <p>Year Ready in July 2021.</p> | <ul style="list-style-type: none"> Progress of children not on track to achieve GLD due to complex needs and/or SEND will be tracked and expected to make at least expected progress. Work closely with Year 1 staff to share information and ensure shared high expectations continue. EYFS moderator and LA EY's consultant to QA assessment. | <p>PP children have attained below Non PP children in 2018 & 2019. Staff are aware of the importance of ensuring that PP children are on task and come ready to learn. Staff continue to maximise opportunities through their close knowledge of children and their families.</p> | | | |
| <p>Strong rates of progress across school for pupils eligible for PP in all core subjects that is consistent across reading, writing and maths.</p> <p>Children in receipt of PP funding will be Next Year Ready in July 2021.</p> | <ul style="list-style-type: none"> Quality First Teaching and interventions address gaps in learning from the curriculum of 2019-2020, including those partially caused by COVID-19 lockdown. Children are ready to access the current year group curriculum as soon as possible through focused teaching. Rapid progress is evident. Progress for PP and Non PP monitored carefully on a half termly basis. Support staff and teaching staff deployed for pre teaching opportunities. 1 to 1 personalised/small group support for children under achieving or benefiting from additional input for challenge. Focus and impact of interventions and pre teaching evaluated Flexible groupings for children to work with peer support and influence. | <p>The barriers to learning for many children entitled to PP funding will have been exacerbated during the covid lockdown of spring/summer 2020.</p> <p>By accelerating the progress of the PP children we will close the attainment gap between this group of children and their peers.</p> | <p>Lesson and intervention observations Pupil progress meetings termly Monitor impact of interventions Pupil interviews about teaching approaches, challenges and seating arrangements</p> | <p>HT SLT</p> | <p>See data and narratives</p> |
| <p>Children in receipt of PP funding attain in line with their peers, and achieve the end of year expectations.</p> <p>Children in receipt of PP funding will be Next Year Ready in July 2021.</p> | <p>PHONICS</p> <ul style="list-style-type: none"> Phonics action plan which is overseen by a new phonics subject leader. Detailed phonics tracking of all children. Daily phonics support delivered by teacher or TA. Targeted phonics teaching and intervention with a specific focus on PP children. Head teacher, deputy head and KS1 HLTA to deliver extra targeted support and interventions (RWI, Lexia, phonics, focus groups). Involve parents in helping their children to learn tricky words and sounds etc. Lexia (KS1) and IDL (KS2) used to support learners in school and through home access. Investment in phonic reading books (Literacy Budget) <p>READING</p> <ul style="list-style-type: none"> Continue with adult readers trained to provide strong support, particularly for pupil premium children whose parents do not hear them read frequently at home. Targeted interventions including Lexia (KS1) and IDL (KS2) used to support learners in school and through home access. (PP Budget) Introduction of core class reading slots and 'cheeky fives' to promote a love of reading and books. | <p>Strategies and tracking of phonics acquisition by phase worked well and will be continued.</p> <p>To ensure pupils are confident, fluent readers. To develop children's interest in books and as a reader.</p> | <p>Regular assessment of phonics knowledge and secure application. Monitor progress using phonics grids and interim phonics screens. Progress through reading bands.</p> <p>Lesson and intervention observations Carry out an intervention review with staff and SEND team. Review progress made by PP children when working with additional TA's</p> | <p>Reception Staff Year 1 teachers Year 2 teachers Specific staff for chn 1-1</p> <p>Literacy Leader SLT</p> | <p>See data and narratives</p> <p>See data and narratives</p> |

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| | <ul style="list-style-type: none"> Monitor and review reading interventions to analyse impact and successes. <p>WRITING</p> <ul style="list-style-type: none"> Maintain the writing focus and opportunities for mark making within EYFS. Increase focus on fine motor skills in EYFS: used techniques to strengthen fine motor skills in preparation for writing. Continue with key skills for writing (adjusted for 2020); this is a key focus. Ensure planned writing activities have the opportunity to engage all pupils across the course of a topic/theme. Maintain a strong focus on writing, ensuring at least once every two weeks pupils in Years 1 to 4 produce a significant piece of extended writing during literacy or cross curricular sessions. Ensure success criteria and tasks facilitate writing at greater depth in English and across the curriculum. Interventions for children at risk of falling behind: monitor and review delivery and impact. <p>Consideration Talk for Writing for early writers as an intervention?</p> | <p>To ensure pupils are confident communicators and achieve high-level writing standards across the curriculum.</p> | <p>Lesson observations Book monitoring</p> | <p>Literacy I Leader, & SLT</p> | <p>See data and narratives</p> |
| | <p>MATHS</p> <ul style="list-style-type: none"> Staff planning for equal access across classes with regard teaching approaches and the tasks/challenges set against the year group objectives. White Rose maths framework implemented by all staff (adjusted for 2020 following covid lockdown. Targeted interventions for pupil premium children at risk of not reaching their challenging targets: monitor and review delivery and impact. Develop use of Timestable Rockstars and Doodlemaths to support learners in school and through home access. Repeat Maths Morning workshops to help parents support their children at home. Investment in concrete resources for use to support understanding (Maths budget) <p>Consideration Numicon as an intervention or for use in EYFS?</p> | | <p>Challenging performance management targets, learning walks and workbook scrutinies.</p> <p>Planning, progress and moderation meetings. Teacher to lead Doodlemaths and TTRS in school (CB)</p> | <p>Class teachers Maths Leader & SLT</p> | <p>See data and narratives</p> |

6. Review of expenditure for previous academic year 2019-2020

CONTEXT

The effect of COVID-19 and the subsequent shutdown mid-year (Monday 23rd March – Monday 1st June and Monday 1st June -Friday 23rd July) has had significant effects on the proposed outcomes from last year's Pupil Premium strategy. This effect can be seen in the priorities chosen for 20-21 and this review informs the strategy for 20-21 closely.

In addition, it is important to note that those families identified as vulnerable were offered places in school from 1st June onwards; families where children are looked after children or previously looked after children as well as those with EHCPs in place were also offered school places from the onset of lockdown as of 23rd March.

The school worked closely to encourage reluctant PP families to attend school and there was increased communication between the school and PP families, including regular phone calls from either the Headteacher, SEND Leader or Family Support worker. Class teachers also touched base during the second part of the summer term.

Work packs and school meal vouchers were facilitated as well as bespoke work undertaken for our most vulnerable families.

i. Improve the quality of teaching, learning and assessment.

| Intended outcomes | Actions | 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) |
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| Ensure all teachers and teaching assistants have high expectations about the progress and attainment of pupil premium children, so they stretch and challenge them appropriately. | <ul style="list-style-type: none"> Pupil premium children to be identified on staff planning, with interventions identified on provision map. Impact of interventions carefully monitored every half term. Continue to systematically monitor the effectiveness of teaching, learning and interventions. Continue to up skill and train our teaching assistants to best support the outcomes for ALL children. E.g. IDL training, ASD training and in-house Lexia training. | <p>On-going dialogue evidences that all staff are very knowledgeable about each individual child.</p> <p>Teaching staff complete analysis of the impact of interventions and support for PP children. This continues to be completed on a half termly basis.</p> <p>All staff can talk about the children and are accountable for their progress and attainment.</p> | <p>Identification strategies to be continued for 2020-2021.</p> <p>Children will continue to be identified and tracked individually using the school systems.</p> <p>Impact of interventions and teaching strategies will be on going.</p> <p>Interventions: IDL, Doodlemaths and Lexia will continue.</p> |
| All teachers and TA's have a performance management target linked to pupil premium, SEND or most able outcomes. | <ul style="list-style-type: none"> Performance management targets linked to pupil outcomes agreed by end of Oct for teachers and TA's. All Pupil Premium children will be expected to make at least the same progress as their peers from their starting points. All children in receipt of PP funding who have no additional barriers to their learning will be expected to attain a GLD or at the Expected Standard. | <p>PM was incomplete due to Covid lockdown.</p> <p>Information provided and the quality of discussion during PPM in February 2020 demonstrated staff knowledge of chn and their needs.</p> <p>Staff took part in a thorough handover with new class teachers in July 2020.</p> | <p>Targets to be set for 2020-2021 for all children in receipt of PP funding who have no additional barriers to their learning will be expected to attain a GLD or at the Expected Standard.</p> <p>Specific targets will be looked at once the children are settled back into school in September 2020.</p> |
| Further improve the quality of marking so it impacts strongly on the attainment and progress of ALL pupil premium children. | <ul style="list-style-type: none"> Quality assure marking and feedback. Marking and feedback challenges based on performance within the lesson to further improve stretch /challenge for more able. Teachers to check that all children respond to teacher feedback comments and that the wording clearly explains how pupils need to improve their work. SLT will continue to monitor children's response to written feedback. | <p>Staff are developing creative ways in which to provide feedback and challenges. These are being built into topic and science in addition to the core subjects of literacy and numeracy.</p> | <p>Quality marking and feedback will need to be a key focus to support the quality first teaching regime for 2020-21.</p> |

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| | <ul style="list-style-type: none"> Further develop pupils' self-reflection skills. Pupil survey on marking and feedback. | | |
| All teachers to plan for challenge through open ended tasks which are accessed by ALL children | <ul style="list-style-type: none"> Open ended challenges/tasks to be planned for and accessed by ALL children. Children will have equal opportunities to apply higher order subject skills. Gold, silver, bronze level tasks (for example) to allow children to challenge themselves and take ownership of their learning. Flexible groupings and working arrangements in class will allow for peer support and influence. CPD for staff through courses for mastery and greater depth Subject leaders to monitor progression in skills and application for their subject area Teachers will use a range of evidence to make appropriate judgements. | | For 2020-21: This needs to continue to be developed in the year 2020-2021. |
| ii. Targeted support for pupil premium children. £64000 Staffing Costs (£20,000 Yr1, £15,000 Yr2, £18,000 Yr 3, £11, 000 Yr4 and £3000 Resources (IDL, Lexia, Doodlemaths) | | | |
| Intended outcomes | Actions | 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) |
| <p>A. GLD at the end of Reception for pupils eligible for PP will be in line with their peers.</p> <p>XX% of the cohort to achieve a Good Level of Development (GLD)</p> <p>XX% (X/X) of PP children to attain a GLD</p> | <ul style="list-style-type: none"> All children in receipt of PP funding who have no additional barriers to their learning will be expected to attain a GLD. Provide literacy and maths challenge areas in EYFS unit and ensure all pupil premium children access these during independent play. Provision mapping and personalised action plans for pupil premium children who need extra support to achieve GLD. Continue to develop existing good relationships with parents to ensure they know how to support and challenge at home. Progress of children not on track to achieve GLD due to complex needs and/or SEND will be tracked and expected to make at least expected progress. Work closely with Year 1 staff to share information and ensure shared high expectations continue. EYFS moderator and LA EY's consultant to QA assessment. | <p><i>Assessing data is difficult due to COVID-19 and because PP children tend to have a lower baseline than non-PP within our school. As such, data is only available from baseline to the end of the autumn term (December 2020) and does not reflect the potentially longer-term improvement of these children.</i></p> | <p>Careful tracking and monitoring of children entitled to pupil premium funding to continue.</p> <p>Timely adjustments to be made in order to ensure rapid and sustained progress.</p> <p>For 2020-21: Involvement with NELI programme for language development in EYFS. Work with S&L department at Northumbria University for Nursery language programme Investment in phonics books</p> |
| <p>B. Strong rates of progress across school for pupils eligible for PP in all core subjects that is consistent across reading, writing and maths.</p> <p>All of our most able pupils, including pupil premium children to make good progress so a significant percentage exceed age related expectations by the end of KS1 and Year 4.</p> | <ul style="list-style-type: none"> Progress for PP and Non PP monitored carefully on a half termly basis. Support staff and teaching staff deployed for pre teaching opportunities. 1 to 1 personalised/small group support for children under achieving or benefiting from additional input for challenge. Focus and impact of interventions and pre teaching evaluated. <p>For the most able:</p> <ul style="list-style-type: none"> Additional guided reading sessions for most able. (TA and class teachers). Increased teacher support in writing to develop and apply higher order writing conventions. Rearrange support in maths sessions to target most able pupils within set 1. Increased challenges/extension activities in set 1 maths. | <p><i>Assessing data is difficult due to COVID-19 and because PP children tend to have a lower baseline than non-PP within our school. As such, data is only available from baseline to the end of the autumn term (December 2020) and does not reflect the potentially longer-term improvement of these children.</i></p> <p>Staff deployment based on children's needs has been well thought out.</p> | <p>Half termly tracking of pupil's phonics knowledge and application is accurate.</p> <p>Strategies will be continued.</p> <p>For 2020-21: New DHT to develop work on interventions and recording impact / progress with staff.</p> <p>SLT to explore work with most able PP children in 2020-21.</p> |

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| | <ul style="list-style-type: none"> Flexible groupings for children to work with peer support and influence | | <p>The marking system continues to be embedded so that children take ownership of their own development. This continues to be a close focus as subjects are developed.</p> |
| <p>C. Children in receipt of PP funding attain in line with their peers and achieve the end of year expectations.</p> <p>End of KS1 % of PP pupils (10) to achieve expected standard: Reading 8/10 - 80%, Writing 8/10 - 80%, Maths 8/10 - 80%. % of PP pupils (10) to achieve greater depth standard: Reading 4/10 - 40%, Writing 3/10 - 30%, Maths 3/10 - 30%.</p> <p>Year 1 Phonics: 93% (57/61) of cohort to pass the phonics test and 87.5% (7/8) of pupil premium children.</p> <p>End of KS2 % of PP pupils (12) to achieve expected standard: Reading 10/12 - 83%, Writing 10/12 - 83%, Maths 10/12 - 83%, % of PP pupils (12) to achieve greater depth standard: Reading 2/12 -17%, Writing 2/12 -17%, Maths 2/12 -17%.</p> | <p>PHONICS</p> <ul style="list-style-type: none"> Daily phonics support delivered by teacher or TA. Head teacher, deputy head and KS1 HLTA to deliver extra targeted support and interventions (RWI, Lexia, phonics, focus groups). Involve parents in helping their children to learn tricky words and sounds etc. Lexia (KS1) and IDL (KS2) used to support learners in school and through home access. <p>READING</p> <ul style="list-style-type: none"> Continue with adult readers trained to provide strong support, particularly for pupil premium children whose parents do not hear them read frequently at home. Targeted interventions including Lexia (KS1) and IDL (KS2) used to support learners in school and through home access. Special Educational Needs Adviser provides advice on how to support dyslexic children well. Continue to promote a love of reading via teaching, displays, guest authors and visits to Seven Stories for "Live Tales." <p>WRITING</p> <ul style="list-style-type: none"> Staff planning for equal access by Set 1 and Set 2 with regard teaching approaches and the tasks/challenges set against the year group objectives. Interventions for children at risk of falling behind. Continue with non-negotiable skills for writing (adjusted for 2020); this is a key focus. Ensure planned writing activities have the opportunity to engage all pupils across the course of a topic/theme. Maintain a strong focus on writing, ensuring at least once every two weeks pupils in Years 1 to 4 produce a significant piece of extended writing during literacy or cross curricular sessions. Explore ways of promoting and evidencing writing at greater depth in English and across the curriculum. <p>MATHS</p> <ul style="list-style-type: none"> Staff planning for equal access by Set 1 and Set 2 with regard teaching approaches and the tasks/challenges set against the year group objectives. Key maths skills taught in a systematic way every day (adjusted for 2020). Partnership and LA moderation meetings to QA assessment. Maths intervention plans continue to address gaps in learning identified by assessment. | <p><i>Assessing data is difficult due to COVID-19 and because PP children tend to have a lower baseline than non-PP within our school. As such, data is only available from baseline to the end of the autumn term (December 2020) and does not reflect the potentially longer-term improvement of these children.</i></p> <p>To March 2020:</p> <p>IDL is having a positive impact on reading within KS2.</p> <p>Lexia continues to be accessed well.</p> <p>Phonics is taught daily.</p> <p>Children given equality of opportunity and there is parity across the sets / classes.</p> <p>Increased access to Doodlemaths for all children Reception to Year 4.</p> | <p>Strategies to be continued:</p> <p>For 2020-21: For IDL and Lexia - develop home engagement.</p> <p>Develop year group core texts linked to the types of reading from Doug Lenov's Reading Spine.</p> <p>Promote class novels.</p> <p>Introduce core reading time to promote a love of books and reading for pleasure.</p> <p>Adult readers can only be introduced into school once it is deemed safe to do so.</p> <p>For 2020-21: Literacy leader to monitor / explore:</p> <ul style="list-style-type: none"> Non-negotiable skills for writing – are these in place? Years 1 to 4 produce a significant piece of extended writing during literacy or cross curricular sessions. Explore ways of promoting and evidencing writing at greater depth in English and across the curriculum. <p>For 2020-21: Need to look at strategies to engage those children using it both at home and school where possible. Whilst usage may be there – what is the impact on children's learning?</p> |

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| | <ul style="list-style-type: none"> Targeted interventions for pupil premium children at risk of not reaching their challenging targets. White Rose maths framework implemented by all staff (adjusted for 2020) Targeted interventions including Timestable Rockstars and Doodlemaths used to support learners in school and through home access. | | What has the impact of mastery approach been in KS1? How can this be shared with staff and built upon? What lessons have been learnt? |
| Pupil Premium Plus (LAC and PLAC) children to make at least good progress from their starting points. | <ul style="list-style-type: none"> Pupil premium + children to be known to staff. Close communication with parents and pupils to identify additional priorities to enhance pupil well-being at the discretion of the school and the HT. All PP+ children will receive quality first teaching All children in receipt of PP+ funding who have no additional barriers to their learning will be expected to attain a GLD or at the Expected Standard. PP+ children will be monitored for their progress and attainment from their starting points. Action plans and interventions for children at risk of falling behind related to both academic and emotional / social needs. Actively participate in the Attachment Awareness Research led by Newcastle Virtual School. | <p><i>Assessing data is difficult due to COVID-19 and because PP children tend to have a lower baseline than non-PP within our school. As such, data is only available from baseline to the end of the autumn term (December 2020) and does not reflect the potentially longer-term improvement of these children.</i></p> <p>To March 2020, data for PP children showed expected progress for the vast majority.</p> | <p>For 2020-21: Careful tracking and monitoring of children entitled to pupil premium funding to continue.</p> |
| iii. Other approaches to improve the attainment and progress of pupil premium children. | | Family Support Advisor - £10,000: Educational Visits - £3000 TOTAL £13,000 | |
| Intended outcomes | Actions | 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) |
| <p>D. Children enter school ready to learn with positive mental wellbeing and secure relationships within school.</p> <p>Children will be supported with their emotional wellbeing and mental health</p> | <ul style="list-style-type: none"> Identified children will be given individual intervention programmes, counselling sessions and support programmes tailored to their <i>emotional and mental health needs</i>. Close communication with parents and pupils to identify additional priorities to enhance pupil well-being at the discretion of the school and the HT. Children and families are met by designated staff, with routines to enter the school for a positive start to the school day established for individual children. Children are supported to cope with transitions and change by providing additional structure and support at break and lunchtimes, visual aids are prepared and used. Staff liaise closely with parents who can help children prepare for change, and also encourage a regular on-going dialogue. | <p>Maths morning in January 2020 was well received by parents and staff. Relationships with parents remain strong.</p> <p>Good liaison with Children's social Care and Virtual School staff where applicable.</p> | <p>For 2020-21: Given the COVID lockdown, look at wellbeing sessions in school for the 2020-21 academic year. School to be aware of families as a whole as well as the individual children. Consider impact of lockdown e.g.furlough and pressures like these on our families.</p> |
| <p>E. Children have experiences similar to those of their peers.</p> <p>Parents better able to support learning at home.</p> | <ul style="list-style-type: none"> Discuss with PP parents' ways we can help them to support their children's learning at home. Numeracy and literacy workshops to show parents how to support home learning. In 2020-2021, these will take place as 'Maths Mornings' and through the Informal Parents Afternoons. Personal invitations for hard to reach parents. Planned for Spring 2020 Archibald Toddlers run by our Family Support Adviser to develop our youngest children's social and communication skills. Positive parenting classes and emotional wellbeing courses, for pupils and families, organised by our Family Support Adviser. | <p>Financial barriers to enrichment activities removed. Aspirations of our pupil premium children rose. These actions impacted well on the progress and attainment of our pupil premium children</p> | <p>For 2020-21: Explore technology to support families away from school and systems to support engagement from home.</p> |

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| | <ul style="list-style-type: none"> Use strategies from Attachment Awareness Research led by Newcastle Virtual School. Touchbase Training – 2018-19 by AW and AW. | | |
| <p>E. Children have experiences similar to those of their peers.</p> <p>Children have opportunities to access all educational experiences available.</p> | <ul style="list-style-type: none"> Remove the financial barrier to pupils accessing quality enrichment that enhance learning opportunities by school making full payment of educational visits and extra-curricular activities including music tuition etc for those children who are currently receiving FSM. Provide high quality learning experiences for all pupils, encouraging them to have high aspirations. | <p>Equality of access provided.</p> <p>Children inspired to achieve at the highest levels.</p> <p>Children are aware of possible future careers.</p> <p>PP children take part in a range of educational visits at no charge that broaden their aspirations and horizons and to raise children's cultural capital.</p> | <p>For 2020-21:</p> <p>Given current restrictions, this target should be focused upon through quality first teaching in lieu of educational visits outside the classroom.</p> |
| <p>E. Children have experiences similar to those of their peers.</p> <p>Provide high quality enrichment opportunities to inspire all pupils to aim higher.</p> | <ul style="list-style-type: none"> Visits from authors, theatre companies, computing specialists, artists and employers to provide exciting learning experiences to encourage all children to aim high. Engagement with families to share their vocations with children in school to raise aspirations and look at possibilities for the future. Visit to North-East Science Fair and universities. Special STEM days to provide science, technology, engineering and maths challenges and career information. | | |

8. Additional detail

For **additional** information and evidence relating to this plan please see Achievement Partner reports, Ofsted Report, progress tracker evidence, monitoring records and headteacher's reports for governors.