

# Pupil Premium Strategy and Impact Statement

1. Summary information					
School	The Leys, Stevenage				
Financial Year	2020 - 21	Total PP budget (2020-2021)	£164,090	Date of most recent PP Review	July 2020
Total number of pupils	(Y1-6)	Number of pupils eligible for PP	122(YR1-6)	Date for next internal review of this strategy	Summer 2021

2. Current Whole School Attainment		
Autumn Baseline 2020-2021	<i>Pupils eligible for PP (This school)</i>	<i>Pupils not eligible for PP (This school)</i>
% achieving EXS reading	32%	50%
% achieving GDs reading	5%	12%
% achieving EXS writing	25%	44.6%
% achieving GDs writing	4%	9%
% achieving EXS maths	25%	48.5
% achieving GDs maths	8%	28%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
A.	Self perception/self esteem
B.	Resilience
C.	Lack of life experiences
D.	Difficulty in concentration
E.	Mobility
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>	
D.	Attendance
E.	Parental support to consolidate work in school
<b>4. Desired outcomes</b>	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To ensure all PPG pupils are fully supported in pass the Phonics Screening Test in Year 1 and Year 2 (Autumn term)	All PPG pupils are provided with high quality daily phonic sessions to increase the likelihood of passing in Autumn 2. 70-80% PPG children pass the phonics screening in Year 1 & Year 2
<b>B.</b>	To increase the proportion of PPG pupils securing expected standards in Writing across KS1 and KS2. To ensure that SEND PPG pupils make good progress in writing across KS1 and 2.	To diminish the difference between PPG children and Non- PPG children working at expected standards in writing across the school.
<b>C.</b>	To narrow the gap between PPG and non- PPG at each end point within the school. To increase the proportion of PPG children making good or better progress in Reading, Writing and Maths combined across KS1/2.	To see a significant difference in PPG children making good or better progress in RWM across the school in comparison to 2018-2019.
<b>D.</b>	To increase the rate of attendance for those eligible for PPG	To increase the rate of attendance for PPG pupils by 1% in comparison to 2018-2019.
<b>E.</b>	To give targeted social and emotional support to those eligible for the PPG and their families.	The aspirations, confidence and self-esteem of eligible pupils and their families will increase. This will be evidenced through pupil and parental voice.
<b>F.</b>	To provide additional extra-curricular opportunities for PPG children.	Figures of PP children attending out of school clubs is in line with that of non PP children. Where identified children have had opportunities to widen their experiences and this is reflected in the progress made in the classroom

## 5. Planned expenditure

**Academic Year** 2020-2021

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

To narrow the attainment gap between disadvantaged and non-disadvantaged children. As a school we aim high in ensuring that pupils make good progress. However, historically levels of attainment are lower for FSM pupils (those eligible for free school meals) and Ever 6 pupils - this is also a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress. Many children start school with low attainment on entry and our aim is to ensure that they make accelerated progress in order to reach age related expectations + as they move through the school.

**Rational:** <https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>

**Research carried out by the Sutton Trust (teaching and learning toolkit) shows that:**

- Early intervention - children make +5 months progress.
- Feedback and marking - children make +8 months progress.
- Metacognition and self-regulation - children make +8 months progress
- 1:1 tuition - children make +5 months progress
- Phonics - children make +4 months progress
- Reducing class sizes - children make +3 months progress
- Extending school time - children make +2 months progress
- Mastery learning - children make +5 months

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure all PPG pupils are fully supported in pass the Phonics Screening Test in Year 1 and Year 2 (Autumn term)	<p>Last year we worked with the Literacy Hub and used a new approach to teaching phonics.</p> <p>Setting</p> <p>Small Focused grouping</p> <p>Quality first teaching</p> <p>Booster groups</p> <p>Staff training</p> <p>Early morning intervention</p> <p>This year we are taking a whole school approach and focus on metacognition; to build pupil's</p>	<p>The phonics sessions will be directly linked to guided reading using a new scheme of books. The books use less tricky words enabling pupils to gain fluency and pace. The sound/ objectives in the phonics sessions will then be reinforced in a guided reading group.</p> <p>Setting and focused grouping will allow highly targeted quality first teaching with a strong emphasis on differentiation and addressing areas of misconception.</p> <p>Small group teaching and early intervention for identified children will allow for highly targeted support to address and support areas of misconception and allow</p>	<p>The new system will be managed and monitored by the reading lead- they will carry out an audit, training for staff and an evaluation.</p> <p>Half-termly screening of phonics progress. Provision closely monitored. Reading and KS1 Leader will meet with Year 1 Staff regarding groupings and planning for phonics.</p> <p>Observations of phonics teaching.</p>	DK SL MD	Termly at pupil progress meetings

	ability to self regulate their own learning.	the children the opportunity to consolidate their learning. For phonic teaching; teachers will encourage pupils to review their previous learning, deliver phonics sessions in small steps to build up the long term- working memory.	Phonics data will be discussed at Pupil Progress Meetings, termly.		
<p>To increase the proportion of PPG pupils securing expected standards in Writing across KS1 and KS2.</p> <p>To ensure that SEND PPG pupils make good progress in writing across KS1 and 2.</p>	<p>Coaching sessions with staff will be implemented this year with a writing focus with PP.</p> <p>All Middle attainers and those who are not on track will work with PP learning mentors. This group of pupils will be a focus in all progress meetings.</p> <p>Focused grouping Quality first teaching Writing conferencing</p> <p>Staff training- delivered by Herts County.</p> <p>Whole School Writing Project</p> <p>Immediate feedback and next step marking</p> <p>Focused GPS and Handwriting sessions</p> <p>This year we are taking a whole school approach and focus on metacognition; to build pupil's ability to self regulate their own learning.</p>	<p>Data analysis shows that increasing the number of children making expected standards in writing is a whole school target. Focusing on children eligible for the PPG will ensure that they are given every opportunity to achieve in-line with their peers.</p> <p>Creating focused/ target groups will allow highly targeted quality first teaching with a strong emphasis on differentiation and the achievement of personal targets.</p> <p>Writing conferencing will allow children to explore writing in even greater depth and address any areas of misconception rapidly. Immediate feedback and marking allows children to make accelerated progress.</p> <p>Handwriting practise will allow the children to become confident and fluid writers which will enable them to produce more substantial outcomes comfortably.</p> <p>GPS will boost grammar knowledge and spelling ability leading to higher quality outcomes within the pupils' writing. Moderation across year groups, key stages and with colleagues from other settings ensures that teacher judgements are rigorous and robust.</p> <p>Self regulation and metacognition is the heart of progress in writing; pupils need to become independent to review and improve their writing. Teachers will teach pupils these skills of metacognition as part of their feedback on a daily basis.</p>	<p>Books will be monitored by the Writing and PP lead.</p> <p>In the autumn both Reading and Writing training will be delivered by Hfl and subject leaders. The Writer leader will launch a whole school writing project in the autumn term.</p> <p>Coaching sessions will allow opportunities for teachers to discuss current progress and pupil's work.</p> <p>On-going training for all staff</p> <p>Pupil Progress Meetings</p> <p>Teacher and TA observations</p> <p>Planning monitoring</p> <p>Book scrutiny</p> <p>Intervention groups data monitored half-termly</p>	DK Team leaders	Termly at pupil progress meetings
To narrow the	Coaching sessions with staff will be implemented this year with an	Through targeted interventions we are working to eliminate barriers to learning and progress. The diminishing the	Books will be monitored by the Writing and PP lead.	DK	Termly at pupil progress meetings

<p>gap between PPG and non- PPG at each end point within the school.</p> <p>To increase the proportion of PPG children making good or better progress in Reading, Writing and Maths combined across KS1/2 .</p>	<p>approach will be implemented this year with a RWN focus with PP.</p> <p>Books and attainment will be viewed regularly to track progress.</p> <p>Target and focused small group teaching.</p> <p>Quality first teaching</p> <p>Great expectation project</p> <p>Immediate feedback and next step marking</p> <p>This year we are taking a whole school approach and focus on metacognition; to build pupil's ability to self regulate their own learning.</p>	<p>difference project will allow teachers to identify and remove barriers to learning and further progress.</p> <p>Carefully targeted children will attend interventions to fill gaps in their knowledge and allow them to make rapid progress.</p> <p>Data analysis shows that increasing the number of children making expected standards in Reading, Writing and Maths is a whole school target. Focusing on children eligible for the PPG will ensure that they are given every opportunity to achieve in-line with their peers.</p> <p>The use of self-regulation techniques are a way to actively engage otherwise passive pupils in their academic instruction. Pupils need to view learning as an activity that they do for themselves in a proactive manner, rather than viewing learning as a covert event that happens to them as a result of instruction (Zimmerman, 2001). Allowing pupils to take a more active role in their education puts pupils in the driver's seat and in charge.</p>	<p>In the autumn both Reading Writing training will be delivered by Hfl and subject leaders</p> <p>Coaching sessions will allow opportunities for teachers to discuss current progress and pupil's work.</p> <p>The Great Expectations project is a year-long education programme, delivered by Herts for Learning, looking at the features of great schools and strategies that have impact in closing attainment gaps and raising aspirations</p> <p>In progress meetings we will assess which pupils are not track - further interventions will be put in place.</p> <p>On-going training for all staff</p> <p>Small groups data monitored half-termly</p> <p>Pupil Progress Meetings</p> <p>Teacher and TA observations</p> <p>Planning monitoring</p> <p>Book scrutiny</p> <p>Intervention groups data monitored half-termly</p>	<p>Team leaders</p>	
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## ii. Targeted support

We have employed 3 pupil premium mentors who will work with children across the school on a 1:1 basis or in small groups to support with their next steps, addressing their feedback and marking effectively, developing metacognitive skills and addressing gaps within children's knowledge for core skills.

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To increase the rate of attendance for those eligible for PPG</p>	<p>To work with vulnerable families and focus on reducing persistent absenteeism and secure overall attendance which remains at least in line with National Average.</p> <p>Regular monitoring Attendance letters Meetings with parents Liaison with Attendance Officer Rewards and praise - attendance celebrated weekly and termly in school through assembly and attendance board and with parents via website and social media</p> <p>Breakfast club</p> <p>KS1 mentor to support Punctuality &amp; Attendance</p> <p>LKS2 mentor to support Punctuality &amp; Attendance</p> <p>UKS2 mentor to support Punctuality &amp; Attendance</p> <p>End of term attendance and punctuality reward</p>	<p>Attendance rates for pupils eligible for PPG are currently (Oct) 95.3% which is lower than 97.5% rate for pupils not eligible for the PPG. This reduces their school hours and affects their progress and attainment.</p> <p><b>Rational:</b> DfE 'Improving attendance at school states that "The evidence shows that children with poor attendance are unlikely to succeed academically and they are more likely not to be in education, employment or training (NEET) when they leave school." Also the following: "There is a clear link between poor attendance at school and lower academic achievement."</p> <p>Historically the attendance of PPG pupils is not as strong as their peers.</p> <p>Embracing a range of strategies will allow us to target the variety of issues that can impact on attendance.</p> <p>Regular monitoring will allow us to identify children quickly and begin to work with parents by opening up communication between school and home.</p> <p>Working closely with our Attendance Officer will ensure that we are following all possible avenues to develop and support the good or better attendance of all children.</p> <p>Using our attendance policy rewards</p>	<p>Attendance is closely monitored by the Head and Deputy Head. The attendance team meet each half term to discuss the attendance of PPG pupils and whether any special measures need to be put into place to support children or their families.</p> <p>1) 3 pupil premium mentors are employed who as part of their role monitor and encourages the attendance of children whose attendance is below the schools expected %. Pupil voice is gathered regarding children's attitudes towards attending school and this is monitored termly. 2) Pupils' attendance is continuously monitored and the pupil wellbeing team meets twice every half term to monitor the attendance and punctuality of individuals and plan for further actions required. 3) The Pupil Premium coordinator works closely with families of children who persistently have below expected % of attendance to provide support and monitor the attendance closely.</p>	<p>Attendance team</p> <p>LH</p> <p>DK</p>	<p>In half termly Attendance meetings with the Attendance School team</p>

		encourages the children to take responsibility for their own attendance and timekeeping. This allows the children to begin to develop good habits for life.			
KS1	<p>The KS1 Learning Mentor will target pupils who are not on track in regards to their predicted attainment levels or are not making sufficient progress each term. These pupils are selected and further discussed in progress meetings.</p> <p>In KS1 the learning mentor supports Year 2 for one hour each morning. She also delivers focused guided reading Number fluency sessions and Writing conferencing workshops. For one afternoon, the learning mentor reads with each PP to further accelerate progress.</p>	Setting and focused grouping will allow highly targeted quality first teaching with a strong emphasis on differentiation and the achievement of personal targets.	Each mentor will have a structured timetable for the session to deliver. They will also analyse progress using the provision maps. Each mentor will have selected pupils noted in their appraisal- which will be discussed in reference to progress and attainment at 2 points in the year.	PP Lead Team Leader	Termly at pupil progress meetings
LKS2 PPG Mentor	<p>In Year 3/4, the learning mentor is supporting the learning of target pupils in class for writing, she delivered a small group maths session daily and focused guided reading groups</p> <p>In the afternoon the learning mentor delivers writing conferencing, maths- pre teaching and guided reading sessions</p>	Through previous data we have found that Pupil Premium mentor have raised children's attainment through whole class, small group and 1:1 support	Each mentor will have a structured timetable for the session to deliver. They will also analyse progress using the provision maps. Each mentor will have selected pupils noted in their appraisal- which will be discussed in reference to progress and attainment at 2 points in the year.	PP Lead Team Leader	Termly at pupil progress meetings
UKS2 PPG Mentor	The learning mentor supports progress in PPG in reading, writing and maths in both Year 5 and 6. She is running a range of interventions throughout the day to boost progress in reading, writing and maths.	Through previous data we have found that Pupil Premium mentor have raised children's attainment through whole class, small group and 1:1 support	Each mentor will have a structured timetable for the session to deliver. They will also analyse progress using the provision maps. Each mentor will have selected pupils noted in their appraisal- which will be discussed in reference to progress and attainment at 2 points in the year.	PP Lead Team Leader	Termly at pupil progress meetings

### iii. Other approaches

The school employs a full time Family Worker, who supports vulnerable families and children in school. The Family worker is part of the safeguarding team.

We recognise that many of our vulnerable and pupil premium children require counselling during their primary years. We buy into this specialist service from Herts For Learning.

We want to hear about the children's feelings regarding their school experience and their self-esteem. All KS1 and KS2 children take part in an online survey called PASS (pupils attitudes to self and school) at the beginning and end of the academic year to see if their attitudes towards school and themselves have improved. Interventions are available to support children if required.

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To give targeted social and emotional support to those eligible for the PPG and their families</p>	<p>Family Liaison Worker to provide targeted and bespoke support to children and families.</p> <p>Counselling in Schools Service (outside agency)</p> <p>Shining Stars- Nurture Group</p>	<p>The School Family Liaison Worker has an integral role within the home/school relationship. She is well placed to reach out to the families of vulnerable children to offer targeted support and can create bespoke support packages for the family with a holistic approach.</p> <p>Developing the role of the School Family Advisor will offer a greater range of expertise to her repertoire for the benefit of the pupils and their families.</p> <p>Developing the School Family Advisor's understanding of outside agencies will enable her to make referrals more rapidly which will increase the impact of intervention for children and families.</p> <p><b>Rational:</b>  <a href="https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit</a>                      Research carried out by the Sutton Trust (teaching and learning toolkit) shows that:                      Parental Involvement - children make +3 months progress                      Social and emotional learning - children make +4 months progress                      Behaviour Interventions - children make +4 months progress</p> <p>Research evidence shows that education and health are closely linked. So promoting the</p>	<p>The School Liaison Family Advisor is line- managed by the Deputy Head.</p> <p>Targets will reflect the need within her work to support the families of the most vulnerable children.</p> <p>The PPG lead will meet regularly with the School Family Advisor to develop packages of support for vulnerable families and ensure joined up thinking across all school staff.</p> <p>Pupil and Parent Voice will be collected to demonstrate impact.</p> <p>Our Nurture group is run by two support staff, this intervention focuses on supporting the social, emotional and behavioural difficulties of pupils.</p>	<p>PP Lead</p>	<p>Weekly Wellbeing meetings</p> <p>Termly at pupil progress meetings</p>



		health and wellbeing of pupils and students within schools has the potential to improve their educational outcomes and their health and wellbeing outcomes.			
To provide additional extra-curricular opportunities for PPG children.	<p>PE team and Learning Mentors to have contracted club time within their working day.</p> <p>Subsidised travel expenses and costs for residential trips offered to PPG children to increase uptake in adventurous opportunities.</p> <p>Subsidising cost of residential trip -Manor Adventure Y6 -Wymondley Wood Y4 -Weekly swimming fees Y4</p> <p>Subsidising voluntary contribution for school trips YR- 6</p>	<p>We are aware of the difference in extra-curricular opportunities between our PPG pupils and their peers and the effect that this can have on their future opportunities. To help facilitate a range of opportunities to be available for our vulnerable pupils we feel it is important to motivate staff to develop a wide range of activities that can be offered to all age groups. Adding extra-curricular activities into our staffing budget demonstrates the high importance that we place on the delivery of high quality opportunities.</p> <p>Contributing to the cost of the Year 6 residential trip so that all disadvantaged pupils have the opportunity to attend.</p> <p>Contributing to the cost of the Year 4 overnight trip to Wymondley Wood so that all disadvantaged pupils have the opportunity to attend.</p> <p>Contributing to the cost of the Year 4 weekly swimming lessons so that all disadvantaged pupils have the opportunity to attend.</p> <p>All pupil premium children have the opportunity to attend an after school KAT club.</p> <p><b>Rational:</b> When OFSTED make a judgement whether a school is good or outstanding they are looking to see if " Enrichment activities are varied and have a high take up across most groups of pupils." "It provides 'memorable experiences'. Ofsted's survey evidence indicates that when pupils remember 'exciting events', they recall the learning deeply as well. "</p>	The provision of clubs to PPG children and their attendance will be closely monitored by the PPG lead and learning mentors. PPG Pupil and Parent Voice will be collated and feedback followed up on by the PPG Lead.	PP Lead	Pupil voice and Attendance at clubs and trips



6. Review of expenditure			
Academic Year		2019- 2020	
		Autumn	Spring Summer
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
To ensure most PPG pupils pass the Phonics Screening Test in Year 1 & 2.	<p>Focused grouping</p> <p>Quality first teaching</p> <p>Booster groups</p> <p>Staff training</p> <p>Early morning intervention with PPG</p>	Daily Phonics sessions have been taught in further smaller and targeted groups this term with a view to catch up with missing phonics sessions from last term. However only 39% are predicted to pass in Year 1 and 56% for Year 2.	Further targeted phonics session to continue with additional support for those who did not pass
To increase the proportion of PPG pupils securing expected standards in Writing across KS1 and KS2.	<p>Using Same Day Intervention</p> <p>Focused grouping</p> <p>Quality first teaching</p> <p>Booster groups</p> <p>Staff Inset training</p> <p>Coaching Circle</p> <p>Whole School Writing Project</p>	<p>The baseline data for all year groups shows that attainment for disadvantaged pupils is below those who are non-disadvantaged. Further gaps in writing have developed since covid and now have widened both groups.</p> <p>Progress based on Middle Prior Attainment shows that pupils from Year 4 to Year 6 are making good and even better progress compared to non disadvantaged pupils.</p> <p>The same day intervention has allowed teachers the time to identify gaps in writing and then address these gaps. Following staff inset, training and coaching sessions have all in turn equipped class teachers with strategies to employ to identify gaps and then address them. Teachers are expecting to see more progress post November.</p>	To continue with planned strategies and further evaluate after the second checkpoint of data.
<p>To narrow the gap between PPG and non- PPG at each end point within the school.</p> <p>To increase the proportion of PPG children making good or better progress in Reading, Writing and Maths combined across KS1/2 .</p> <p>To ensure that SEND PPG pupils make good progress in Reading, Maths and Writing across KS1 and 2.</p>	<p>Books and attainment will be viewed regularly to track progress.</p> <p>Target and focused small group teaching.</p> <p>Quality first teaching</p> <p>Staff training</p> <p>Immediate feedback and next step marking</p>	Autumn end-point predictions show there are gaps between PP and non PP, most significant gaps are in phonics. In Year 1, 78% non PP are predicted , whereas only 39% PP are predicted. A similar story in Year 2, 56% PP are predicted to pass phonics compared to 80%. EYFS are predicting low for GLD compared to other years, but COVID closures in the spring term have had a sigiance impact on our Pupil premium with only 15% predicted compared to 42% of non PP. Both end point data in KS1 and KS2 are again predicting lower expected standards in Reading, Writing and Maths. The gap is approximately 20% in KS1. A similar story in KS2 with approximately 20% gap. However there is positive progress for PPG pupils in the Junior, when calculating progress from prior attainment. In Year 4 and 5 the progress gap is closed in Reading and Writing. In year 6 the progress of PPG is better than non PP. There is still a gap in progress in Maths across the KS2.	<p>The writing inset gave teachers a more in depth understanding of how to address gaps confidently. We launched our Whole school Writing project in December, which was successful all year but Year 5 due to Covid Closure.</p> <p>We hope to see more progress in</p>

			Maths in the spring term, once Maths Rose has been fully implemented in the whole school.
<b>ii. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
To increase the rate of attendance for those eligible for PPG	<p>KS1 mentor to support Punctuality &amp; Attendance</p> <p>LKS2 mentor to support Punctuality &amp; Attendance</p> <p>UKS2 mentor to support Punctuality &amp; Attendance</p> <p>End of term attendance and punctuality reward</p> <p>Breakfast club</p>	<p>Our current attendance for all pupils is 96.8%, slightly lower than our target of 97%. Current PP attendance is 95.1% with non PP at 98.1%. The groups with the highest persistent absence are: Pupil premium 12.1%, SEND 12.8%, Ever 6 FSM, 12.5% Disadvantaged 12.4%.</p> <p>Please note that the majority of this absence is related to Covid 19. We have a pupil who has only attended 4 days this term. Professional agencies are involved.</p>	Attendance team to meet and discuss persistent absences and plan of action to be set in Spring term.

<p>KS1 PPG Mentor &amp; Teaching Assistants to raise attainment and progress in target year groups.</p>	<p>The KS1 Learning Mentor &amp; Teaching Assistants will target pupils who are not on track in regards to their predicted attainment levels or are not making sufficient progress each term. These pupils are selected and further discussed in progress meetings.</p>	<p>The baseline data shows that current attainment is very low for the PP in year 1.</p> <p>Reading - 6 out of 18 are able to read competently and many do not read at home. 3 children in one class now keep their reading records at school and we read with them daily. The main barriers for progress is recognising their phonics full-stop or not being able to blend to read. This is addressed daily during phonics teaching and guided reading sessions, but extra sessions would be beneficial.</p> <p>Writing - fine motor skills is the main barrier along with inconsistency of non-negotiables: capital letters, finger spaces and full-stops. Other issues are letter reversal and letter formation.</p> <p>Maths - all PP have been involved in Maths interventions and progress is already evident along with confidence. Pupils have improved their basic number sense (one more, one less, understanding of symbols and number bonds to 10). A target for next term would be to carry on with supporting the same children, to reinforce their confidence, before moving on to a different group of children. Other areas to develop are number reversal, incorrect number formation, not retaining information taught in previous lessons and a general lack of number sense amongst the lowest pp children. This can be improved by continuing small groups or 1:1 provisions again next term. On the whole, the PP children have an improved attitude to learning since September, possess positive mindsets and are happy to be at school despite the difficult year they've had.</p>	<p>Extra catch up phonics sessions to take place in the spring term to increase attainment.</p> <p>To continue with a focus on daily fine motor activities and handwriting sessions.</p> <p>Catch up maths provision to continue</p>
<p>LKS2 PPG Mentor &amp; Teaching Assistants to raise attainment and progress in target year groups.</p>	<p>In Year 3/4, the learning mentor &amp; Teaching Assistants is supporting the learning of target pupils in class for writing, she delivered a small group maths session daily and focused guided reading groups</p> <p>In the afternoon the learning mentor delivers writing conferencing, maths- pre teaching and guided reading sessions</p>	<p>Writing - good progress with presentation all round, using fronted adverbials and using adjectives to describe. There has been improvement in their ability to work more independently but pupils need to become more self regulated in checking their work for clarification.</p> <p>Maths- White Rose has been used throughout the school as part of the Recovery Curriculum. PP have worked on place value, adding, subtracting with carrying and borrowing, estimating, perimeter and measurements. The children enjoy the 5 minute warm up (flashback 4) at the beginning of each lesson and we have focused on the repetition of times tables. The children's presentation has improved greatly. Adding and subtracting is more secure and the understanding of place value. Some presentation (amount of work on a page) and to work more independently. Remembering how to carry and borrow if a time gap between teaching is long.</p>	<p>Areas to develop: the amount of work produced and for pupils work more independently and become more self regulated in checking their work for clarification.</p>

<p>UKS2 PPG Mentor &amp; Teaching Assistants to raise attainment and progress in target year groups</p>	<p>The learning mentor &amp; Teaching Assistants support progress in PPG in reading, writing and maths in both Year 5 and 6. She is running a range of interventions throughout the day to boost progress in reading, writing and maths.</p>	<p><b>English-</b> Most of them can write for a range of purposes and audiences- first person/third person, formal and informal tone, persuasive writing. Writing stamina has also improved. There is good vocabulary use in writing- from the text, working wall, thesaurus or learning mats. Expanding sentences with descriptive features and clauses, however, need to be checked for the sense. Cohesion- use a range of conjunctions, adverbials and pronouns to avoid repetition and maintaining the flow within and across paragraphs. More evidence of show not tell in descriptive writing</p> <p><b>Reading-</b> There is good involvement in guided sessions, there are showing improvements in retrieving information and evidence from the text; inferring the text however needs consistency.</p> <p><b>Maths-</b> recently we have used the White rose scheme. There is good understanding in guided lessons and knowledge application with scaffolding/questioning support. Problem solving- follow RUCSAC to solve word problems. Secure times-table knowledge. Most of them (except few) have shown positive progress in all areas since September and are slowly but surely progressing towards where they are expected by learning from their mistakes and putting efforts in editing and improving their learning, However, some of them need to be consistent to evident in their work</p>	<p>Year 6 areas to develop in comprehension -Understanding the question. Justifying by evaluating the text and providing evidence for conclusion. Analyse and explain the impact of the author's language.</p>
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### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>To ensure PPG have adequate access to home learning through the use of CGP books and online resources.</p>		<p>During the Year 5 Covid closure in the autumn term, teachers taught lessons remotely. Each PPG pupil was provided with an English and Maths CGP book to facilitate learning at home. CGP books were successfully used by pupils along with google classroom work.</p>	
<p>To give targeted social and emotional support to those eligible for the PPG and their families</p>	<p>Family Liaison Worker to provide targeted and bespoke support to children and families.</p> <p>Counselling in Schools Service (outside agency)</p> <p>Nurture Group-Shining Stars</p>	<p><u>Autumn Term 2020</u>  <u>Therapy input throughout this term</u>            39 counselling sessions available through the annual Safe Space contract - these have been allocated in various numbers between 8 pupils with 5 of these being PPG            17 counselling sessions available through the Stanmore project referrals for 2 pupils - 1 of these pupils is PPG            12 drama therapy sessions provided through NESSIE referrals for 2 pupils - 1 of these is PPG  <u>School health</u>            1 pupils has received regular visits from a school health professional relating to issues which parents had requested support with - this pupil is not PPG            2 CLA pupils have received a visit from a school health professional re health checks            Y6 pupils have completed The Lancaster questionnaires &amp; several pupils had follow up conversations with a school health professional to address issues arising from this process.  <u>Individual pupil work</u>            Due to COVID restrictions work with individual pupils &amp; families has been impacted.</p>	

		<p>Engagement in outside areas along with telephone, email &amp; other online contact has been maintained with parents when possible.</p> <p>1-1 support for urgent needs with specific pupils has been provided in extremely short sessions.</p> <p>17 families - all PPG</p> <p>5 individuals - 3 PPG</p> <p>Stevenage Community Trust</p> <p>Applications submitted to request a Christmas gift card supplied by the trust have been made for 4 families- all PPG</p> <p>Shining Stars provision - has continued to support the emotional and social needs of 4 PPG pupils, during the autumn term. During the National Lockdown all pupils attended the Nurture group full time, where they were taught lessons by a class teacher along with 3 members of staff.</p>	
<p>To provide additional extra-curricular opportunities for PPG children.</p>	<p>Subsidised travel expenses and costs for residential trips offered to PPG children to increase uptake in adventurous opportunities.</p> <ul style="list-style-type: none"> <li>-Subsidising cost of residential trip</li> <li>-Manor Adventure Y6</li> <li>-Wymondley Wood Y4</li> <li>-Weekly swimming fees Y4</li> <li>-Subsidising voluntary contribution for school trips YR- 6</li> </ul> <p>-Running a weekly after school 'KAT' and Breakfast club available to all disadvantaged pupils.</p>	<p>Due to Covid guidelines and the national autumn lockdown these trips have not yet been booked.</p> <p><b>Breakfast Club</b></p> <p>Currently 6 PP attend, all pupils have made great progress in attendance; most have made over 10% improvements. One pupil now has 100% (from previously 86%), All others are in late 90%, however one pupil needs to make a further improvement in the spring term.</p>	<p>To plan events according to Covid guidelines and further support one pupil to make accelerated progress in attendance by supporting parents/ carers.</p>

## 7. Additional detail

There were COVID Year group closures in Nursery and in Year 5 in the Autumn term,