



Bramley Sunnyside Infant School Pupil Premium Strategy Statement

1. Summary information					
School	Bramley Sunnyside Infant School				
Academic Year	2019-2020	Total PP budget		Date of most recent PP Review	Sept 2019
Total number of pupils on role	277	Number of pupils eligible for PP	33	Date for next internal PP Strategy Review	July 2019 (covid reviewed sept 2020)
PP Leader – D Stothard		Governor Lead-			

What is the Pupil Premium Grant?

The **Pupil Premium** was introduced in April 2011. In 2011–12 schools were allocated **Pupil Premium** funding for children from low-income families who were eligible for free school meals or had been looked after continuously for more than six months. From **April 2012** the **Pupil Premium** was extended to include children who had been eligible for free school meals at any point in the last six years (known as the **Ever 6** Free School Meals measure) as well as those from families with parents in the Armed Forces (known as Ever 4 service child or child in receipt of a child pension from the ministry of defence). In **April 2015** the **Early Years Pupil Premium** was introduced for children in Foundation Stage 1.

Current Overview of School

Number of pupils and pupil premium grant (PPG) received for 2019-2020

Total number of pupils on roll in September 2019 (including FS1)	277
Total number of pupils eligible for PPG (Ever 6 FSM) (taken from DFE Ever 6 release September 2019)	18 (11 after census) = 29
Total Number of children eligible for EYPP (taken from Autumn Term 2019 LA budget return)	0 (4 after census)
Total number of Service Children	4
Total number of Looked After Children	0
Total number of children adopted from care	0
Amount of PPG received per pupil eligible for PPG (Ever 6 FSM)	£40,920
Amount of EYPP received per pupil eligible for EYPP	
Amount of PPG received per pupil for Ever 4 Service Children	£900
Amount of PPG received per pupil for Looked After Children (LAC)	
Amount of PPG received for Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order	
Total amount of PPG received	£41,820

2. EYFS outcomes at the end of 2018-2019

	<i>Pupils eligible for PP (BSI)</i>			<i>Pupils not eligible for PP (national others average)</i>		
% achieving GLD	77.8%			74.3%		
% achieving ELG or above in Reading, Writing & Number	R	W	N	R	W	N
	77.8%	77.8%	77.8%	79.3%	76.2%	81.9%
% exceeding ELG in Reading, Writing and Number	R	W	N	R	W	N
	0%	0%	0%	8.8%	2.5%	8.5%

Pupil Premium children perform strongly when compared to National PP and perform just slightly below National ‘others’ in reading and number, but above National others in writing and GLD.

Our internal gaps between PP and others are narrower than national gaps, with PP children outperforming non disadvantaged children in all areas.

Work now needs to focus on increasing the number of PP children exceeding the ELG in Reading, Writing and Number.

2. KS1 outcomes at the end of 2018-2019						
	<i>Pupils eligible for PP (BSI)</i>			<i>Pupils not eligible for PP (national others average)</i>		
	R	W	M	R	W	M
% achieving Level EXS or above in reading, writing & Maths	66.7%	66.7%	67.8%	78.9%	73.8%	79.6%
% passing the phonics screening check at the end of Year 1	66.7%			85%		
% passing the phonics screening check re take at the end of Year 2						
	R	W	M	R	W	M
% achieving GDS in reading, writing & Maths	16.7%	0%	25%	13%	6.7%	11.1%

PP children performed below National others, but gaps between disadvantaged and others internally were narrower than national for Reading and Maths and slightly wider for Writing and Science.

Work now needs to focus on increasing the number of children reaching greater depth in writing and EXS in reading writing and Maths and science.

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school)*

A.	SEMH needs (deregulation) (Lack of focus and confidence due to poor emotional wellbeing)
B.	Poor Speech and Language (including Listening and attention and language and communication) -
C.	Poor phonic/reading skills so children at risk of not achieving the expected standard in Phonic screen check and reading
D.	Poor basic Maths skills so children at risk of not achieving the expected standard or better.

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

E.	Poor Attendance and Punctuality
F.	Family financial restraints resulting in families unable to pay for educational visits, extra-curricular activities and other experiences.
G.	Lack of parental engagement

4. Outcomes *(Desired outcomes and how they will be measured)*

Success criteria

A.	Set up a nurture provision and provide positive regard/team teach training for all staff (which focuses on strategies such as distraction and de-escalation)	Reduced incidents of deregulation Improve readiness for learning and emotional wellbeing Children will have opportunities to talk about lived experiences and be able to express their emotions.
B.	Improve language and communication skills for PP children in EYFS	All PP children will achieve the expected level in CLL at the end of FS2
C.	Improve PP children's phonic and reading skills	Increase the number of PP children passing Phonic screen check in year one and all PP children to pass phonic screen re-takes in year 2 . Better tracking and one to one bespoke intervention will ensure PP children will make better than average steps progress and achieve more in line with non PP counterparts

D.	Maths/science?	PP children make at minimum the ELG at the end of EYFS and EXS by the end of Key Stage One Increase number of PP children achieving EXC at FS and EXS at Y2. PP Children will make better than average steps progress.
E.	Increase attendance/improve punctuality for PP children (External)	Attendance of PP children is at least in line with school and national expectation of 96% and there are a reduced number of latemarks
F.	PP children have equal opportunity to take part in clubs and extra curricular experiences (External)	PP children have access to extra-curricular activities and other paid for activities.
G.	Parents engage more with school and/or outside agencies.	Improved attendance at Parent consultation meetings Improved reading at home.

5. Planned expenditure

2019-2020

Total Planned Expenditure

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

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?
PP children will make their age related expectation and/or better than average progress in Maths.	<ul style="list-style-type: none"> -Ensure quality first teaching is sustained and built upon across school –maths mastery approach is embedded. -Deeper learning in maths is carefully planned for...lesson structure, variation, concrete pictorial abstract approach embedded. -Daily dashboards are embedded and adapted in response to emerging needs in each year group/classroom. -Staff have a clear understanding of the maths assessment framework. -Gaps in learning of PP children will be identified and addressed in future planning. Progress of PP children will be tracked and emerging needs/ intervention will be discussed with Maths intervention Teacher and TA. -Maths intervention teacher will timetable support and intervention for PP children -Math intervention will work one to one and in class supporting PP children. Maths intervention TA will assess all PP children using the Sandwell assessment tool to show progress in specific areas. 	<p>At the end of Y2 PP children performed below national others by 13%</p> <p>Initial assessment shows that 8/13 Y2 children are not age related at the end of Y1 so these children need to make accelerated progress in year 2.</p> <p>In EYFS Data shows PP children were 4% below national others Non PP children performed lower than national</p> <p>Data shows no PP children achieving EXS in maths in EYFS for 2019</p>	<p>Basline assessment identifies vulnerable pupils.</p> <p>All PP children will have a Sandwell assessment.</p> <p>Maths intervention teacher will timetable interventions and track progress of PP children.</p> <p>PP children will be a focus of meetings and appraisal midpoint review</p> <p>PP lead to scrutinize year group/ class data ad class intervention</p> <p>SLT and Maths leader will monitor maths through drop-ins and Learning Scrutinies</p>	<p>FS staff</p> <p>Js/CS</p> <p>JS/CS</p> <p>MS/DS</p> <p>DS/ CG</p> <p>MS DS CG CD</p>	<p>Termly review of progress all staff to analyse class data termly</p> <p>Termly monitoring drop-ins/learning scrutinies</p>
PP children will make their age related expectation and/or better than average progress in reading.	<ul style="list-style-type: none"> -Ensure quality reading opportunities are being provided in teaching sequences in all classrooms -Guided reading opportunities/class reading continue to enhance comprehension skills. 	<p>Children need regular opportunities to apply their phonic skills in reading.</p>	<p>Half termly assessments will be carried out to track attainment progress and gaps in learning</p>	<p>DS BR</p>	<p>Termly review of progress all staff to analyse class data termly</p>

	<p>-Reciprocal reading strategies are embedded in Y2</p> <p>-Everyday readers initiative is embedded in all classrooms</p> <p>-Staff have a clear understanding of assessment framework statements and evidence gathering is consistent across school</p> <p>-all staff will complete a class intervention timetable in response to needs emerging from data</p> <p>-ensure gaps are identified in assessments and addressed in future planning</p> <p>-Literacy lead will ... support colleagues with class reading, produce a reading overview for school.</p> <p>-Re organize reading materials and books for taking home.</p> <p>-ensure PP children are being challenged with GDS tasks.</p>	<p>Develop a love of books and parental engagement with reading</p> <p>All staff can identify gaps in learning and deliver teaching to address emerging needs.</p> <p>PP children will be closely tracked and bespoke interventions can be planned</p> <p>Staff will be clear on reading systems for each year group.</p> <p>Children will take home books that are matched to their current phonic band/learning.</p>	<p>PP children will be a focus of meetings and class tracking for appraisal midpoint review</p> <p>PP lead to scrutinize year group data, class data and class intervention timetables</p> <p>Time will be given to literacy leader to organize new books and</p> <p>Staff meeting time will be given for</p> <ul style="list-style-type: none"> all staff to share reading strategies and agree on 'what reading will look like in each year group' literacy leader to explain system for new take home books. Literacy leader to train staff on class reading 	<p>MS DS</p> <p>DS CD</p> <p>BR</p>	<p>Appraisal midpoint and final reviews</p>
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Total budgeted cost £20,483

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP children will pass their phonic screen check in Y1 or phonic screen retake in Y2	<p>-Daily phonics in banded groups for all children</p> <p>-Phonic boosters for vulnerable children in GR session</p> <p>-Phonics progress is tracked</p> <p>-PP children will all be included in Every Day Readers initiative.</p> <p>-One to one phonic boosters for PP children</p> <p>-Literacy lead to track PP children's individual performance and highlight progress on whole school phonic group overview.</p> <p>Literacy lead to also track PP as a vulnerable group.</p>	<p>-Ensuring all children are at age related and pass their phonic screen check in year one to give them the base chance of being EXS at minimum by the end of Year two.</p> <p>PP children are accessing one to one phonic booster to accelerate their progress to enable them to achieve in line with their peers</p>	<p>Half termly RWI assessments to ensure rapid progress through the bands.</p> <p>Termly phonic screen checks.</p> <p>Careful organization of RWI groups and deploying highly skilled staff with more vulnerable groups.</p> <p>Specific staff to deliver one to one phonic boosters with PP children</p> <p>PP children and their progress will be highlighted on phonics</p>	<p>All staff</p> <p>BR</p> <p>BR</p>	<p>Half termly assessment and gap analysis</p> <p>Termly PP meetings</p>

		-PP children are receiving a daily one-to-one read so they have regular practice to apply sounds learnt and share and enjoy books with an adult	groups overviews so they can be targeted and monitored carefully in phonic sessions. Literacy lead not teaching a group so can train and keep track of progress or earlier movement of children PP lead to scrutinize progress and attainment of individual PP children and PP as a vulnerable group. Assess impact of interventions	DS	Termly scrutiny of data and individual PP children
PP children in EYFS will reach their age related expectation and/or make better than average progress from their starting points.	Deliver SALT programs for PP children Talking tables Helicopter stories Everyday Readers including picture books Circle Time (S&L skills) Dough disco & squiggle whilst you wiggle Ring Games Phonics intervention Specific maths vocabulary	Baseline data shows 11% of PP children were working at ARE+ (FS2) Baseline data shows 0% of EYPP children were working at ARE+ (FS1)	Intervention will be planned and logged on class intervention timetables -Data will be analysed termly	CD	Half termly assessment PP meetings Staff discussions DEP action plans Appraisal targets/documents
Reduced incidents of deregulation Improve readiness for learning and emotional wellbeing	Staff will set up nurture provision in class 9 Staff work closely with PP children's families and outside agencies. Staff will access regular training and advice e.g. Rosis training 'positive Regard' EPS and the SEMH team and will implement suggestions given. Regular opportunities will be provided for PP children to engage in emotions, wishes and feelings work . e.g. chat and chill activities Staff will timetable daily regular provision for deep pressure activities using new specialized equipment purchased	PP children understand feelings and emotions They receive support to learn strategies to manage their feelings and emotions to enable them to self-regulate in order to access learning in a one to one small group or class.	Graduated response documents will be completed. Records will be kept of strategies that have been implemented Instances of deregulation will be tracked in order to determine triggers. Specific PP children will be assessed using Boxhall profile Pivats documents will be used to set targets and be evaluated.	All staff NB/JA NB/JA All staff	PP lead to look on cpoms for recorded wishes and feelings Scrutinise timetables and track emotional progress.

	Staff will use rewards and sanctions according to school policy and adhere to behavior plans.		Specific TAs will gather wishes and feelings of PP children and will be trained on how to enter this on cpoms	DS	
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Total budgeted cost £23,145

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP children will achieve national attendance/school target of ? Improve punctuality of PP children	-Monitor weekly attendance for PP children with first day response provision -Continue with robust tracking for attendance and lateness. -Complete separate report for PP children -Regular meetings with parents regarding attendance/punctuality -Provide pastoral support where needed and work in conjunction with EWO.	Last academic year we met national attendance targets of 95.8% however PP are slightly below non-PP Y1 PP 93% non PP – 96% Y2- PP 95% non PP -96.5% Tracking showed a trend of children regularly arriving late to school Pupils regularly missing school or who are consistently late have huge gaps in their learning. Monitoring and addressing attendance and lateness will have a key impact on children’s learning.	Monitor attendance daily Keep a record on whole school PP profile document with attendance and punctuality figures.	MF MS	Ongoing monitoring-half termly reviews of attendance. Meetings with EWO
PP children have equal opportunity to take part in clubs and extra-curricular experiences	Funding for school visits no cost for PP children School uniform vouchers	Ensure PP children have access to the full range of curriculum enrichment activities to support development of self-esteem, confidence and life experiences.	Staff to track uptake from PP children for clubs and extra-curricular activities	Office staff	

Total budgeted cost £1,900

The funding received from Early Years Pupil Premium and Pupil Premium for 2019-2020 will be allocated in the following ways:-

	Proposed Expenditure	Actual expenditure
Quality of Teaching for all =		
Maths Intervention Teacher	£15,183	£15,183
Release time for Maths Leader to support staff and monitor	£600	£600
New RWI book bag books blending books	£3,000	£3,411
Release time for literacy leader	£600	£800
Release time for PP lead to scrutinise class intervention timetables and observe interventions for PP children	£600	£400
Phase 1 Letters and sounds training	£200	£200
Curriculum training vocabulary	£300	£300
	£20,483	£20,894
Targeted Support =		
Maths intervention TA	£9,309	£9,309
CLL and Phonics intervention EYFS –	£2,295	£2,295
KS1 phonic boosters	£2,295	£2,295
KS1 every day readers	£2,295	£2,295
New RWI phonic speed sound resources	£60	£40
RWI development day	£1,000	0
Release time for Literacy leader to train TAs?	£400	£200
Social, Emotional and Mental Health support for pupils EPS (SEMH team)	£3,410	£3,410
Team Teach Training for all staff +follow up session positive regard	£1,625	£1,625
Nurture training	£256	£256
Specialist equipment (deep pressure resources) body ball, trampoline, giant spinning top weighted blanket, peanut ball)	£200	£159
	£23,145	£21,884
Other Approaches =		
Subsidised Visits (average of 2 visits per pupil per year @ £15.00)	£1000	£982.10
After school clubs, movie nights, snack, Christmas activities	£300	£364
Reading incentive prizes	£300	£150

Total	£1,900	£1,496.10
Quality teaching for all + targeted support + other approaches	£45,5282	£44,274

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>PP children will make their age related expectation . Gaps between PP pupils and others will be narrowed.</p>	<p>-Ensure quality first teaching is sustained and built upon across school –maths mastery approach is embedded. -Deeper learning in maths is carefully planned for...lesson structure, variation, concrete pictorial abstract approach embedded. -Daily dashboards are embedded and adapted in response to emerging needs in each year group/classroom. -Staff have a clear understanding of the maths assessment framework. -Gaps in learning of PP children will be identified and addressed in future plaining. Progress of PP children will be tracked and emerging needs/ intervention will be discussed with Maths intervention Teacher and TA. -Maths intervention teacher will timetable support and intervention for PP children -Math intervention will work one to one and in class supporting PP children. Maths intervention TA will assess all PP children using the Sandwell assessment tool to show progress in specific areas.</p>	<p>-Teachers are using the NCETM maths spine resources to plan from which are breaking learning down into the small progressive steps. This is supporting teachers pedagogy and enabling children to develop a deeper understanding in their Maths learning. Concepts are secure before moving on. -Daily dashboards are up and running in all classes and are consistent across year groups. Daily revisiting of key facts is having a huge impact on children’s mathematical fluency and despite the lockdown this has been evident in receiving classes this academic year in key stage 1. Baseline assessments showed Basic number facts within 5 and 10 had been retained which has not always been the case in the past. -Staff have a collective responsibility for narrowing gaps. PP children are tracked closely by the maths intervention teacher. Programs of support/intervention are planned and delivered within classes and/or on a one to one basis according to presenting needs. PP children have been included in class focus groups and staff have worked hard to challenge HAPs PP children. SEE ALSO DATA ANALYSIS BELOW SECTION 7 Please note data only available to spring 2. This is usually where we see a dip in percentages as there are more statements to secure and therefore it takes longer to secure them. Staff intended actions in response to this have been detailed below and also predicted data for the Y2 cohort. Children were largely on track to achieve these percentages.</p>	<p>Using these resources will continue and be developed in areas where they have not been previously used for planning.</p> <p>Daily dashboards will continue to include content based on the needs of the cohorts or gaps in learning that have been identified.</p> <p>- Delivering pre-teaching and keep up sessions for PP children had more of an impact than just supporting these children in class. This strategy will be used next year if staffing allows.</p> <p>-PP children will continue to be tracked closely with intervention being provided to</p>	

			enable them to achieve the statements that need to be secured.	
PP children will make their age related expectation in reading at least in line with others and gaps will be narrowed.	<ul style="list-style-type: none"> -Ensure quality reading opportunities are being provided in teaching sequences in all classrooms -Guided reading opportunities/class reading continue to enhance comprehension skills. -Reciprocal reading strategies are embedded in Y2 -Everyday readers initiative is embedded in all classrooms -Staff have a clear understanding of assessment framework statements and evidence gathering is consistent across school -all staff will complete a class intervention timetable in response to needs emerging from data -ensure gaps are identified in assessments and addressed in future planning -Literacy lead will ... support colleagues with class reading, produce a reading overview for school. -Re organize reading materials and books for taking home. -ensure PP children are being challenged with GDS tasks. 	<ul style="list-style-type: none"> -There has been a huge focus on building comprehension skills in all year groups through class and guided reading. Staff are beginning to realise the impact that learning new vocabulary has on children being able to answer inference questions within reading and also how it impacts on children becoming more effective writers. -To aid assessment of word reading statements staff now ensure that children taking part in class reading get one-to-one opportunities to read to the class teacher too. Specific assessment tasks have been developed by the literacy leader to support with this and standardize assessments. -PP children (who don't read at home) are identified as every day readers on all classes intervention timetable and this has enabled PP children to achieve the expected standard where they might not have. -A comprehensive reading overview has been produced by the literacy leader which states what reading looks like at our school in all year groups. This has ensured consistency across year groups and was highly complimented by the ofsted inspector. -Many days have been spent on organizing and sorting reading materials for children to take home. All children now take-home books that are closely matched to their current phonic learning. Again, this was positively commended by ofsted <p>SEE ALSO DATA ANALYSIS BELOW SECTION 7</p>	<p>Continue class reading where appropriate</p> <p>Ensure word reading evidence is collected through one to one reading assessment opportunities too.</p> <p>Continue to build up assessment tasks materials</p> <p>Class teachers to continue to complete class intervention timetables in response to actions from class data analysis and pupil progress meetings.</p> <p>PP children will read every day and continue to read material that is closely matched to their phonic ability.</p>	

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
PP children will pass their phonic screen check in Y1 or phonic screen retake in Y2	<ul style="list-style-type: none"> Daily phonics in banded groups for all children -Phonic boosters for vulnerable children in GR session -Phonics progress is tracked -PP children will all be included in Every Day Readers initiative. -One to one phonic boosters for PP children -Literacy lead to track PP children's individual performance and highlight progress on whole school phonic group overview. Literacy lead to also track PP as a vulnerable group. 	<ul style="list-style-type: none"> -Streaming children for phonics has proved to be the best way to deliver accelerated progress in phonics. -Half termly assessments and re grouping children each time accordingly also contributes to accelerated progress. -Tracking systems highlight vulnerable children and immediate small group and one to one intervention can be put in place. -one to one short regular sessions delivered by the phonics lead and highly competent teaching assistants proved crucial in upping children's attainment and consequently their scores on the phonic screen checks. <p>SEE PHONICS DATA BELOW SECTION 7</p>	<ul style="list-style-type: none"> -PP children will access small group/ one to one extra phonic intervention. -PP children will be closely tracked and one to one intervention put into place to accelerate progress. 	

<p>PP children in EYFS will reach their age-related expectation in line with other pupils. Gaps will be narrowed</p>	<p>EYFS interventions for PP children-SALT intervention Talking tables, Helicopter stories Circle Time (S&L skills) Everyday Readers including picture books Dough disco & squiggle whilst you wiggle Ring Games Phonics intervention- small group and one to one</p>	<p>Note data only available until spring however information from practice screen checks showed how children were all on track to achieve age related (excluding SEN/EHCP children).</p>		
<p>Reduced incidents of deregulation</p> <p>Improve readiness for learning and emotional wellbeing</p>	<p>Staff will set up nurture provision in class 9</p> <p>Staff work closely with PP children’s families and outside agencies.</p> <p>Staff will access regular training and advice e.g Rosis training ‘positive Regard’ EPS and the SEMH team and will implement suggestions given.</p> <p>Regular opportunities will be provided for PP children to engage in emotions, wishes and feelings work . e.g chat and chill activities</p> <p>Staff will timetable daily regular provision for deep pressure activities using new specialized equipment purchased</p> <p>Staff will use rewards and sanctions according to school policy and adhere to behavior plans.</p>	<p>-Team teach training provided all staff with the skills to carry out emotion coaching to enable them to respond in the most effective way when children are deregulated.</p> <p>-The EPS team were key in providing advice, training and support for staff working with children who were regularly deregulated.</p> <p>-Nurture training attended by staff from the nurture team enabled them to set up a nurture space and develop it throughout the year. This provision proved crucial for all the children using it to enable us to reduce incidents of deregulation.</p> <p>-Detailed and specific programs were delivered to support children in understanding relationships and feelings and to develop social skills, problem solving, cooperation and developing friendships.</p> <p>-incidents and triggers were carefully tracked and necessary adjustments made to achieve the desired impact.</p> <p>-Sensory profiles were completed and specialist equipment purchased to daily opportunities for supporting sensory needs. Engaging in deep pressure activities again was key in helping to reduce incidents of deregulation.</p> <p>-All the training and systems put in place alongside the detailed data, assessments and profiles gathered by staff had a huge impact in enabling smooth transitions for EHCP to the junior school. Receiving staff were well equipped with the information they needed to enable these children to settle quickly and keep momentum going in terms of attainment.</p>	<p>Definitely continue with the nurture provision and use of assessment tools /profiles for children that need it.</p> <p>Equipment for deep pressure activities will continue to be used and added to /replaced where necessary.</p> <p>Continue to access training and EPS support depending on the specific needs of children.</p>	

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)	Cost
PP children will achieve national attendance/school attendance target of 95.8% Improve punctuality of PP children	-Monitor weekly attendance for PP children with first day response provision -Continue with robust tracking for attendance and lateness. -Complete separate report for PP children -Regular meetings with parents regarding attendance/punctuality -Provide pastoral support where needed and work in conjunction with EWO.	-Attendance is tracked and you will see in the TABLES BELOW IN SECTION 7 that percentages are above national but slightly below others (never by any lower than 4%) Y1- PP children above national average in 6 months tracked. 2-4% below others in 3 out of the 6 months tracked Y2- PP children above national average in 5 out of 6 months. 1% below others in 3 out of 6 months tracked.	This will continue but we need to focus more on actions where the data is telling us improvements are needed.	
PP children have equal opportunity to take part in clubs and extra-curricular experiences	Funding for school visits no cost for PP children School uniform vouchers	No children were excluded from any activities or events because of financial circumstances. PP children had the same opportunities as others. Being able to participate in afterschool sports clubs and visits provided them with new opportunities and experiences which they may not have had and therefore enabled them to develop as a whole and not just academically.	This will continue in the next plan	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

2019 2020 Data for PP children Foundation 2

PP= 8 (FSM)	Autumn 1 2019 40 – 60 Beg					Spring 2 2020 40 – 60 sec			
FS2 (69 pupils)	All PP	PP no SEN	Others	Aut 1 Gap		All PP	PP no SEN	Others	Spring 2 Gap
Reading All	12%	20%	57%	-35%		50%	80%	77%	-27%
Haps	0%	0%	17%	-17%		12%	20%	34%	-22%
Writing All	25%	40%	63%	-38%		62%	80%	82%	-20%
Haps	0%	0%	20%	-20%		12%	20%	30%	-18%
Maths All	50%	80%	76%	-26%		62%	80%	92%	-30%
Haps	0%	0%	33%	-33%		12%	20%	30%	-18%
Phonics	25%		38%	-13%		37%	60%	69%	-32%
HAPS	0%		10%	-10%		25%	60%	58%	-28%

	Autumn 1 gap	Spring 2 gap		Aut 1 Haps gap	Spring 2 Haps gap
Reading	-35%	-27%	Reading	-17%	-22%
Writing	-38%	-20%	Writing	-20%	-18%
Maths	-26%	-30%	Maths	-33%	-18%
Phonics	-13%	-32%	Phonics	-10%	-28%

Intended actions to address the gaps which are mainly around literacy?

Targeted phonic groupings

Extra phonics intervention – 5 minute 1:1 phonics using flashcards

Phonics games planned for during outdoor learning

Everyday Readers for PP children

Talking Tables intervention and new staff training

Introduction of Helicopter stories and new staff training

Statement analysis – Gaps in children's learning informing planning and teacher support in the outdoors

Classroom

New cvc phonic flashcard books ordered and in use daily

New RWI books ordered and in use both in school and at home

Opportunities to read at their level in provision which are progressing in complexity as the year goes on starting with letter sounds then moving to cv and cvc words and now simple sentences/ditties are also included in provision

Interventions - everyday readers, talking tables, extra phonics and SALT programs.

Reading is celebrated and precise feedback is given on reading skills

Children have also had access to resources to use in pairs during the guided practice part of the lesson in conjunction with the oral aspect

Miller Bear used to excite children

TA support

Training on talking tables and packs prepared

Phonics intervention 5 minute 1:1 CPD

Parent Support

Reading/phonics & stay and learn with written explanations in all areas of provision showing how activity links to objectives

Parents were given an information leaflets on the importance of early reading/ maths meeting

At parent consultation meeting parents were given a copy of the ELG statements and reading/writing activities to support this at home

Highlighted targets termly in-Home School Diary

Colleagues

Early reading course CPD planned for May 2020

Helicopter stories / talking tables training shared with staff and are now being implemented

Sharing phonic knowledge and ideas for interventions shared at staff meeting

New reading books and scheme to use in reading

Document developed to show the progression in reading

Phonics support day planned March 2020

Phonic groupings changing on a half termly cycle

New RWI phonic assessment and tracker

Introduction of new RWI worksheet to aid pre-ditty

2019 2020 Data for PP children Year 2

PP = 13	Autumn 1 2019 (Aut 2 Maths)			Spring 2 2020 WTS+			Summer 2 end of year target EXS/+		
	PP	Others	Aut 1 gap	PP	Others	Spring 2 gap	PP	Others	Gap
Reading ARE/+	54%	78%	-24%	38%	74%	-36%	70%	87%	-17%
Above ARE	8%	41%	-33%	15%	48%	-35%	8%	20%	-12%
Writing ARE/+	62%	77%	-15%	46%	74%	-28%	69%	89%	-20%
Above ARE	8%	31%	-23%	15%	43%	-28%	0%	17%	-17%
Maths ARE/+	54%	72%	-18%	46%	65%	-19%	69%	91%	-22%
Above ARE	8%	22%	-14%	8%	24%	-16%	15%	24%	-9%

ARE/+	Autumn 1 gap	Spring 2 gap	Predicted Sum 2 gap
Reading	-24%	-36%	-17%
Writing	-15%	-28%	-20%
Maths	-18%	-19%	-22%

Above ARE	Aut 1 Haps gap	Spring 2 Haps gap	Predicted Sum 2 haps gap
Reading	-33%	-35%	-12%
Writing	-33%	-28%	-17%
Maths	-14%	-16%	-9%

Phonics Y2

4 PP children were due to take a Y2 phonic screen check retake in Summer 2020

Phonic tracking data showed that 3/4 children (**75%**) had scored 25+ on their Spring Phonic Screen Practice check and consequently were on track to pass by the Summer term check. The one child who was not on track to pass had an EHCP, was working on P levels and therefore still learning the skill of blending sounds.

Phonics Y1

13 PP children were due to take the Y1 phonic screen check in Summer 2020.

Phonic tracking data showed that 11/13 (**84%**) had scored 20 + in their spring 1 check and so were on track to pass by the summer term check. The two children who were not on track at this point to pass had scores of 16 (MJ) and 19 (ER) and so with intensive 1-1 intervention possibly would have made accelerated progress in order to pass. The one other PP child not on track has an EHCP, was still accessing P levels and therefore still learning the skill of blending sounds.

Intended actions to address the gaps?

Continue to stream for phonics across the key stage

Analyse data half termly and record target sounds on tracker.

Extra phonics intervention in shared reading time for those still on RWI

One to one intervention– 5 minute 1:1 phonics p.m. (BA)

Everyday Reading for PP children (TF)

Reading incentives treasure box

Reading race and Top reader rewards

Miller Bear – Take home reading focus

Streaming across the year 2 for maths

Bespoke daily dashboards where necessary

One to one intervention CS for pre- teach and /or catch up extra consolidation

PP children always to be part of class focus groups for Maths and ensure Haps PP to access daily challenges in lessons.

Regular Sandwell assessment by JS and information given to class teachers for plugging gaps.

Targets shared with parents at parent consultation meetings.

Continue to invest in/make quality resources for whole class quality first teach and one to one intervention.

Attendance Data

			Average	A.T	L.T	L.T	L.T
Sep-19	PP	11	97.85	0.72	1.44	0.24	0
	Net PP	57	98.43	0.78	0.78	0.18	0.05
Oct	PP	11	97.61	2.39	0	0.48	0
	Net PP	57	97.6	1.75	0.65	0.18	0
Nov	PP	11	96.97	3.03	0	0	0
	Net PP	57	97.66	2.34	0	0.29	0
Dec	PP	11	94.85	1.21	3.94	2.42	0
	Net PP	57	95.73	2.87	1.4	0.35	0
Jan-19	PP	11	97.95	0.68	1.36	1.36	0
	Net PP	57	97.75	1.85	0.4	0.35	0.04
Feb	PP	11	100	0	0	2.6	0
	Net PP	56	97.63	1.99	0.39	0.64	0
Mar	PP	COVID					
	Net PP						
Apr	PP	COVID					
	Net PP						
May	PP	COVID					
	Net PP						
Jun	PP	COVID					
	Net PP						
Jul	PP	COVID					
	Net PP						
Average PP to							
Average Net PP to date							

			Average	A.T	L.T	L.T	L.T
Sep-19	PP	8	98.36	1.32	0.33	1.32	0.33
	Net PP	74	98.61	1.17	0.21	0.64	0
Oct	PP	8	94.44	2.63	2.92	0.88	0
	Net PP	74	98.1	1.69	0.22	0.6	0
Nov	PP	9	96.3	3.7	0	0	0
	Net PP	73	94.75	2.51	2.74	0.23	0
Dec	PP	9	97.41	1.85	1.85	0.74	0
	Net PP	73	94.4	4.43	4.43	0.87	0.5
Jan-19	PP	9	97.22	2.22	0.56	1.39	0
	Net PP	73	97.95	1.06	0.99	0.58	0.3
Feb	PP	9	98.41	0.79	0.79	2.38	0
	Net PP	73	98.04	1.22	0.73	1.37	0.05