

new wave federation

Pupil Premium Strategy Statement

Woodberry Down Primary School
September 2020



New Wave Federation Pupil Premium Strategy Statement

Summary information

School	Woodberry Down Primary School				
Academic Year	2020/21	Total PP budget	£340,284	Date of most recent PP Review	07/17
Total number of pupils	680	Number of pupils eligible for PP	39%	Date for next internal review of this strategy	12/20

Current Attainment		
KS2 2018 Data	<i>Pupils eligible for PPG Woodberry Down Primary School</i>	<i>2019 National Average All Pupils</i>
% achieving the expected standard or above in reading, writing and mathematics	82%	65%
average progress in reading, writing and mathematics	Reading +5.0 Writing +4.4 Maths +2.4	
average scaled score in reading, maths and GPS	Reading 108 Maths 105	Reading 104 Maths 105
% achieving a high level of attainment in reading, writing and mathematics	Reading 40% Writing 37% Maths 29% RWM 14%	Reading 27% Writing 20% Maths 27% RWM 11%

Barriers to future attainment (for pupils eligible for PPG)	
In-School Barriers	
A. COVID Impact	<i>It is evident that those pupils from a more disadvantaged background have suffered greater loss of learning during school closure. Pupils from more disadvantaged backgrounds are less likely to complete any learning tasks given to them to do at home for a number of reasons. Pupils from less advantaged backgrounds are less likely to have read or enjoyed literature whilst away from school. Pupils from more less privileged families are more likely to have suffered mentally during this time.</i>
B. Aspirations	<i>Woodberry Down Primary School is located within a large area of social housing. High levels of deprivation are ingrained within the locality. With many families being rehoused due to ongoing regeneration works on the Woodberry Down Estate, which involves demolishing 1,980 homes and building more than 5,500 new ones, with 41% for social renting and shared ownership. Parents who work are generally employed in unskilled or manual work. Families have low aspirations for their children, often because they themselves have less ambition. There is a lack of belief that people from deprived backgrounds can achieve or have greater impact on society.</i>
C. Unconscious Bias	<i>An assumption is made that all disadvantaged pupils face similar barriers or have less potential to succeed. Those in receipt of the grant are generally expected to achieve less than those who are not. There is less ambition for those who are unluckier.</i>
D. Language	<i>Pupils eligible for the grant have impoverished language experiences in English and in their home language. Poor oral language skills and experiences of literacy and literature are common. A high percentage of children enter the early years at Woodberry Down Primary School with little or no English. 56% of children in the Reception cohort are recorded as EAL. A high number of mid-year admissions are enrolled at our school. These pupils are, more often than not, children with low levels of proficiency in English and have arrived from overseas and are new to the country. It is also evident that children within this group have speech and language difficulties.</i>
Additional Barriers	
E. Enrichment Experiences	<i>In general, disadvantaged pupils across the school have limited access to cultural and enrichment experiences such as galleries, museums and exhibitions. Families do not necessarily engage with such activities due to hectic and busy home lives where these are not a priority. Families are often unaware that such visits can be free of charge or that</i>

	<p><i>they are within the local area.</i></p> <p><i>Pupils attending Woodberry Down Primary School have less access than their more affluent peers to cultural and social experiences which would otherwise enrich their vocabulary, knowledge and understanding.</i></p>	
F. Access to Technology	<p><i>This group of pupils are significantly less likely to use technology as a tool for extending learning at home.</i></p>	
Desired Outcomes		Success criteria
A. COVID19 Impact of School Closure	<p>Staff have a sense of duty to address any gaps in children's knowledge due to missing school during the COVID19 pandemic. Staff work to assess children's knowledge of subjects and skills in order to plan to fill gaps and to intervene to support the pupils with any misconceptions or understanding.</p>	<ul style="list-style-type: none"> ● <i>Staff are aware of adaptations made to the curriculum due to school closure. They are aware of what has been missed.</i> ● <i>Gaps are quickly identified and plans are put into place to address these.</i> ● <i>Pupils across the school are taught in smaller groups with children at similar levels so as to ensure teaching and any support is tailored to the needs of the pupils.</i> ● <i>Pupils assessed to be working at the lowest levels are quickly supported through intervention and additional support.</i> ● <i>Regular testing and assessment identifies those pupils who are at risk of being left behind.</i> ● <i>Specialist teachers and leaders ensure all staff have the subject knowledge and specialism to support the pupils as necessary.</i> ● <i>Any gaps in learning are filled and pupils are able to access the curriculum as a result of swift action taken.</i> ● <i>End of key stage assessments demonstrate the work done by staff to address any gaps in pupils knowledge caused by school closure.</i>

<p>B. Ambition & Aspirations</p>	<p>Pupils leave Woodberry Down Primary School with a sense of achievement and self worth. They believe that they can achieve additional academic success through further education and pursue work and professional careers.</p> <p>They are actively supported by their parents and the community, feeling valued and celebrated.</p> <p>Pupils take part in activities and projects that ‘open their eyes’ to the world and develop a curiosity in international news and current affairs. The children have a desire to use the knowledge they have to improve their life chances.</p>	<ul style="list-style-type: none"> ● <i>Pupils participate in activities which offer them insight into university life</i> ● <i>Pupils are aware of the range of careers and training available to them through studying work and the working environment</i> ● <i>Guest speakers and specialists present ideas and stimulus to the children about their own careers</i> ● <i>Local people sharing information about their lives and education</i> ● <i>Literature available to the pupils shows a range of professions and careers and portrays a range of ethnicities</i> ● <i>Children are encouraged to believe that they are capable of achieving such careers as anyone else</i>
<p>C. Unconscious Bias</p>	<p>Staff, families and the wider community have high aspirations for all of the children attending the school. No child is left behind due to financial constraints or due to limited language. No child is labelled due to their disadvantage and each child is treated as an individual. The Woodberry Down community shares a vision of ‘Excellence for All’.</p> <p>At the end of KS1, a greater number of disadvantaged pupils are working at greater depth within the expected standard in all areas of the curriculum, especially writing.</p> <p>At the end of KS2, a greater number of PPG pupils reach the greater depth standard in all three subjects combined.</p>	<ul style="list-style-type: none"> ● <i>Teachers and staff know all of the pupils individually as a result of periods spent acquainting themselves with their classes. They know their interests and passions and as a result engage them well.</i> ● <i>Additional staff are appointed to support with underachievement and to create smaller class sizes and increase the number of interventions</i> ● <i>Pupils are taught in smaller groups for English lessons</i> ● <i>Children not yet on track in reading receive daily 1:1 tutoring, following specific RWI interventions</i> ● <i>Year 6 are taught English and Maths in four smaller groups to ensure a smaller ratio of pupils to adults</i> ● <i>Enrichment projects support those identified as underachieving</i> ● <i>Pupils working at higher levels are challenged through enrichment projects such as ‘Brilliant Club’</i>

		<ul style="list-style-type: none"> ● <i>Booster classes are held during vacations such as Christmas and Easter and in the early mornings with the support of outside agencies</i> ● <i>Data is used as a tool for analysing impact and identifying gaps in pupil knowledge</i>
D. Language	Pupils arriving at the school with little or no English are given an appropriate level of support from trained and effective staff.	<ul style="list-style-type: none"> ● <i>External support and advice is sought and staff are supported with providing a quality provision for the children in the setting</i> ● <i>External and trained internal providers lead successful intervention and tuition support</i> ● <i>Whole-school focus on developing language skills and vocabulary through language rich activities and writing weeks</i> ● <i>Children in EYFS and KS1 are assessed in their reading on entry and grouped effectively for maximum progress</i> ● <i>The curriculum encourages and supports those who are new to English by meeting their interests, the teachers know the children well through our whole school projects</i> ● <i>Lessons within the EYFS cater for those with little understanding and support in developing subject based language.</i> ● <i>Timetabled, regular interventions and language groups</i> ● <i>Data supports accelerated progress from starting points</i>
E. Universal Free School Meals	An increased number of parents apply for pupil premium grant funding across EYFS and KS1 and support is given to those without access to public funds.	<ul style="list-style-type: none"> ● <i>Parents are aware of how to apply for additional funding and are given the relevant support with this</i> ● <i>Parents understand the impact of the funding upon</i>

		<p><i>the school and the pupils</i></p> <ul style="list-style-type: none"> ● <i>A higher number of pupils eligible for PPG attend after school provision and enrichment opportunities</i> ● <i>Support staff and additional members of staff are well trained and provide quality support for pupils</i> ● <i>Mentor support is available to pupils with emotional difficulties and mental health needs</i>
<p>F. Enrichment Experiences</p>	<p>Regardless of backgrounds, pupils at Woodberry Down Primary School engage in a wide range of physical activities, creative arts, music and tutoring as well as technology lessons</p> <p>The school is mindful of the limits to this as a result of restrictions caused by COVID19.</p>	<ul style="list-style-type: none"> ● <i>Reduced costs for residential visits mean a greater number of deprived pupils access such experiences</i> ● <i>All pupils at Woodberry Down Primary School experience at least one educational visit linked to their topic every six weeks</i> ● <i>The children are able to access a greater range of activities on offer outside of the daily timetable</i> ● <i>A greater range of creative opportunities are on offer to those who are skilled or interested in these fields</i>
<p>G. Access to Technology</p>	<p>Despite the fact that pupils may not have access to technology at home, they are given opportunities to use such resources to support their learning.</p> <p>All children at Woodberry Down Primary School, regardless of their backgrounds, use technologies as a tool to demonstrate their learning in a range of ways. The pupils choose these means as a platform on which to display their understanding.</p>	<ul style="list-style-type: none"> ● <i>All Woodberry Down pupils have regular access to tablet technology in the classroom and beyond</i> ● <i>Children in KS2 have access to 1:1 devices</i> ● <i>Children in Y4, Y5 and Y6 have access to technology which can be taken off-site to allow them to carry out any learning from home</i> ● <i>A greater number of children can take their devices off site to continue learning and to complete tasks set for them by their parents</i> ● <i>Pupils choose to use technology to demonstrate their understanding</i> ● <i>Children are taught coding by comprehensively trained staff</i> ● <i>Digital Leaders (pupils) support staff with the day to</i>

		<p><i>day challenges with technologies</i></p> <ul style="list-style-type: none">● <i>Pupils at Woodberry Down are given the opportunity to share their skills with the school community and beyond</i>
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Planned Expenditure

Academic Year	2020/21				
1. 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?	Lead	Review Period
<i>Teaching and learning is of an exceptionally high standard for all learners across the school.</i>	<p><i>Personalised professional development opportunities are provided for all staff in all relevant subjects, directed precisely at the stage of their career</i></p> <p><i>Teachers at the beginning of their career, and those identified as being in need of further professional support, have identified mentors and career coaches</i></p>	<p><i>Where teaching is interesting and inspiring, children make better progress.</i></p> <p><i>Improved practice leads to improved outcomes.</i></p> <p><i>Professional development will be focussed on improving pupil outcomes and supporting key school priority areas</i></p> <p><i>Children who are engaged through a genuine interest in the topic are more likely to succeed in all areas of the curriculum.</i></p>	<p><i>Leaders support and develop staff members through directed mentoring periods</i></p> <p><i>Mentoring sessions are provided for senior leaders across the school</i></p> <p><i>Robust and regular systems for the appraisal and monitoring of teaching and learning</i></p> <p><i>Comprehensive timetable of professional development with the support of the Teaching School</i></p>	<p><i>HT</i></p> <p><i>SLT</i></p>	<i>Half-termly</i>

<p><i>Pupils with limited access to cultural or enriching experiences outside of school are offered a wider range of educational visits and experiences.</i></p>	<p><i>Staff at school have a good knowledge of their pupils and are aware of those who are PPG and have limited access to cultural experiences outside of school.</i></p> <p><i>Staff are aware of the pupils within their classrooms who may not have access to enrichment beyond the classroom.</i></p> <p><i>Staff have a knowledge of opportunities available to them outside of school.</i></p> <p><i>Leaders ensure all pupils have access to enrichment opportunities across the school.</i></p> <p><i>Class teachers use assessment to monitor the progress of the pupils so as to gauge the impact of the opportunities given to the children.</i></p>	<p><i>Children involved in enriching activities are more likely to remember key facts and have a better understanding of what they are taught.</i></p> <p><i>Where teachers know what the children recall from lessons taught, they can intervene and fill gaps as well as challenge and engage the children further</i></p> <p><i>Children are motivated and engaged by enrichment opportunities and are eager to find out more</i></p>	<p><i>Middle leaders for Science and humanities monitor enrichment opportunities undertaken by the pupils</i></p> <p><i>An engaging bank of enrichment ideas is shared with staff</i></p> <p><i>Senior staff accompany classes on school outings and in enrichment opportunities</i></p> <p><i>Subject leaders arrange visits from specialists and experts</i></p>	<p><i>ML AHT DHT</i></p>	
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<p><i>Taking into account their starting points, children make good progress in all subject areas. Any gaps between PPG pupils and their peers are diminished including gaps as a result of school closures and interrupted learning.</i></p>	<p><i>Baseline assessments are effective in informing teachers of the children's levels from the start of the school year.</i></p> <p><i>Feedback marking challenges higher attaining pupils and develops dialogue which encourages explanation and depth</i></p> <p><i>Pupil performance reviews including data analysis and pupil data evaluation inform intervention and support</i></p> <p><i>Curriculum topics are wealthy off diversity and inclusion ensuring all pupils feel valued and represented in the lessons and topics they learn</i></p> <p><i>Curriculum topics meet the needs and interests of the children at Woodberry Down. Staff know what we teach, why we teach it and why we teach it to our pupils.</i></p> <p><i>Analysis of data to identify gaps in pupil knowledge and skills</i></p>	<p><i>Children who participate in written dialogue with staff, including feedback and goals for development show greater progress over time</i></p> <p><i>Identified intervention targeted at underperforming groups supports learning and encourages understanding</i></p> <p><i>Where children are interested in the topics taught to them, they are better engaged and thus make better progress</i></p> <p><i>Where teachers know their pupils and their interests, the children are engaged in lessons and as a result make better progress</i></p>	<p><i>By ensuring that teaching assistants are highly trained, understand and use effective strategies to support accelerated progress in line with school policy</i></p> <p><i>Opportunities for professional development are well planned and frequent</i></p> <p><i>Systems for scrutiny and feedback are regular and robust</i></p>	<p>SLT</p>	<p>Half-termly</p>
Total budgeted cost					£220,000

2. Targeted Support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lead	Review Period
<p><i>To increase the number of PPG children assessed to be writing at greater depth levels by the end of KS1.</i></p>	<p><i>Additional experienced staff employed to support with RWI intervention from an early stage.</i></p> <p><i>Consistent use of RWI writing strategies to increase children's accuracy ensuring strong writing foundations for all children</i></p> <p><i>Targeted teacher-led writing groups for disadvantaged pupils capable of greater depth in KS1 with a focus on developing weaker writing skills as identified through No More Marking assessments and year group moderation</i></p> <p><i>Bespoke training led by a federation English team to strengthen teacher subject and teaching strategy knowledge</i></p> <p><i>A whole school focus on developing language skills and direct teaching of</i></p>	<p><i>Although disadvantaged pupils make good progress and attain well at the expected standard, fewer PPG pupils reach GDS than their peers in Writing at Greater Depth</i></p>	<p><i>Regular monitoring of teaching standards and outcomes with coaching to raise standards and outcomes where needed</i></p> <p><i>Regular training for support staff in using resources and supporting children effectively</i></p> <p><i>Writing opportunities are well planned and linked to high quality children's literature and/or the wider curriculum</i></p>	<p><i>English Lead</i> <i>RWI Lead</i></p>	<p><i>Half-termly</i></p>

	<i>tier 2 and 3 vocabulary linked to subjects and topics.</i>				
<i>In order to ensure they can access the curriculum, pupils arriving at the school with limited English are given individual support upon arrival.</i>	<p><i>Targets are set for those arriving into the school mid-year with clear time frame</i></p> <p><i>Intense support from a RWI consultant with thorough staff training and RWI implementation</i></p> <p><i>RWI 'Fresh Start' groups are implemented daily as and when required</i></p> <p><i>SaLT groups support those who are new to English by modelling sentence structure, phonetics and pronunciation as well as supporting with confidence</i></p> <p><i>Phonics Intervention groups for pupils identified as new to English</i></p>	<p><i>RWI successfully gets children reading and writing fluently in lessons</i></p> <p><i>The programme engages older children with age-appropriate comic strips, quizzes, amusing stories and modern non-fiction texts</i></p> <p><i>Fresh Start uses simple and effective spelling strategies to increase confidence when writing</i></p>	<p><i>RWI development days used to coach teachers and support staff to deliver lessons and 1:1 interventions effectively</i></p> <p><i>Action plans from a RWI consultant trainer each term used to improve practice and drive progress</i></p> <p><i>RWI Practice Sessions each half term to practice key teaching steps with EYFS and KS1 staff</i></p>	<p><i>DHT</i></p> <p><i>RWI Lead</i></p> <p><i>English Lead</i></p>	<i>Ongoing</i>

<p><i>To further increase the number of PPG children working at higher levels across the curriculum in each year group.</i></p>	<p><i>Marking and feedback challenges those pupils who are working at higher levels and further develops their skills and understanding.</i></p> <p><i>Regular monitoring of assessment information ensuring teachers are held to account for progress of higher achieving pupils</i></p> <p><i>KS2 pupil ‘buddy system’ in place for higher attaining pupils in reading in KS1</i></p> <p><i>Introducing reading for pleasure, Reading Albums</i></p> <p><i>Gap analysis of end of unit assessments supports teachers with teaching to pupil needs, challenging those who are working at greater depth across all subjects</i></p>	<p><i>Children who leave KS1 with strong reading skills are more likely to achieve greater depth across the curriculum by the end of KS2</i></p> <p><i>Children who are read to on more occasions are more likely to continue to enjoy reading and will achieve higher results at secondary school</i></p>	<p><i>English leaders ensure all staff receive quality support and professional development irrespective of the stage of their career</i></p> <p><i>Monitoring of the quality of teaching and learning in KS1</i></p> <p><i>RWI development days and ongoing support from RWI consultant quality assures judgements made by SLT</i></p>	<p><i>DHT</i></p> <p><i>Middle Leaders</i></p>	<p><i>Half-termly</i></p>
Total budgeted cost					£176, 000
3. Other Approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lead	Review Period

<p><i>To increase the number of parents of pupils in receipt of the grant, attending information sessions and other school events</i></p>	<p><i>Multi-sessions are held which cover more than one aspect at a time</i></p> <p><i>Multiple training sessions are held to allow more parents to attend at a suitable time</i></p> <p><i>Questionnaires are sent to parents to ask them what they would like to find out, support with or to learn themselves</i></p> <p><i>Communications are used so as to continually remind parents of any upcoming sessions</i></p> <p><i>Resources and tools are given to families to support with any out of school learning</i></p>	<p><i>On occasions, sessions to which parents are invited are poorly attended</i></p> <p><i>Parents inform us that they need support with aiding their children with particular aspects of the curriculum</i></p> <p><i>Children continue to need additional support and enrichment to supplement their learning at school</i></p>	<p><i>Parental questionnaires</i></p> <p><i>Registers and counts of parents attending</i></p> <p><i>Targeted invites to parents who are less likely to attend - are those families attending</i></p>	<p><i>HT</i></p> <p><i>DHT</i></p>	<p><i>Termly</i></p>
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<p><i>To ensure that deprived pupils are offered a wide range of opportunities to extend their learning and broaden their educational aspirations regardless of their academic success</i></p>	<p><i>Widening knowledge of and increasing involvement in cultural experiences such as the arts, including dance, music and theatre</i></p> <p><i>Tuition and support, delivered by experts to enable pupils from low income backgrounds to meaningfully increase their academic attainment, in order to improve the choices open to them</i></p>	<p><i>Pupils with greater access to a wide range of opportunities are more likely to achieve success at secondary school and beyond.</i></p>	<p><i>Pupils in receipt of the PPG are offered places on any additional enrichment opportunities</i></p> <p><i>Allocated learning mentors for each child participating in the programmes</i></p>	<p><i>DHT</i></p> <p><i>SLT</i></p>	<p><i>Ongoing</i></p>
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<p><i>To provide a curriculum which is diverse and inclusive and inspires the young people attending Woodberry Down Primary School</i></p>	<p><i>To develop a curriculum which is inclusive and diverse and allows pupils to feel valued and included in the lessons they are taught</i></p> <p><i>To provide a range of experiences delivered by experts, artists and professionals to inspire and excite children across the school</i></p> <p><i>To create opportunities for children to experience a range of cultures</i></p> <p><i>To inform the children of Woodberry Down of cultural differences</i></p> <p><i>To allow the children to be aware of those who have influenced the world from a variety of different cultures and ethnicities</i></p> <p><i>To widen the children's knowledge of literature by authors of different ethnicities.</i></p> <p><i>To offer a wide diversity of clubs, trips and activities which represent a broad spectrum of pupil interests</i></p>	<p><i>Providing children with the cultural understanding, character development and broad range of interests that they will need to take full advantage of their learning throughout their educational careers</i></p> <p><i>Identifying skills, talents and interests for pupils who may not have another forum in which to develop these</i></p>	<p><i>Developing clubs allow for creative diversity</i></p> <p><i>Offering clubs and activities which reflect student interest and trends</i></p> <p><i>Ensuring reserved places for children most in need and ensuring costs are accessible</i></p> <p><i>Across the federation, recruit and retain highly skilled arts tutors and sports coaches</i></p>	<p><i>SLT</i></p>	<p><i>Ongoing</i></p>
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	<i>including art, design and dance as well as sports</i>				
Total budgeted cost					£137,000

Review of Expenditure				
Previous Academic Year		2019/20		
1. Quality of Teaching for All				
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
<i>All children at Woodberry Down Primary School participate in lessons which are engaging and relevant to the individual.</i>	<p><i>Professional development opportunities are offered to staff at all career levels and dependent on their experience</i></p> <p><i>Mentors and coaches are appointed to support those members of staff at early stages of their careers</i></p> <p><i>Professional development opportunities offered to staff are sought from both federation experts and professionals from outside the group of schools</i></p>	<p><i>Pupils report that they are motivated by the lessons they are taught and that they feel that they are learning new skills and knowledge</i></p> <p><i>Pupils books demonstrate good learning, it is clearly evident that the children make progress from starting points by comparing work within their books</i></p> <p><i>Data suggests that pupils continue to achieve well although there is no doubt that the school closure impacted considerably on learning</i></p>	<p><i>Early intervention and support for new staff members impacts considerably on their success in the classroom</i></p> <p><i>Pupil attainment reviews support with identifying underachieving pupils from an early start</i></p>	£33,000

<p><i>Within the wider curriculum, those who may not access cultural enrichment are given opportunities to experience theatre, art, exhibitions, technologies, history and science through a all rounded and engaging curriculum</i></p>	<p><i>Pupils who experience fewer enriching opportunities outside of school were identified immediately</i></p> <p><i>Additional trips and visits were planned for those who have less experience outside of school and were linked to the curriculum across each year group</i></p>	<p><i>Pupils had a wider and more varied knowledge of the curriculum in advance and as a result were able to access the curriculum with more ease</i></p> <p><i>Children shared their experiences with others and spoke highly of the additional opportunities they had been given</i></p> <p><i>Pupils report that they gained great enjoyment from the outings and additional experiences provided to them</i></p> <p><i>Regular outings and enrichment activities are shared via Twitter and parents report that their children enjoyed the experiences. Many parents report that they have revisited the places with their families</i></p>	<p><i>Where possible, include as many pupils in the experiences as possible.</i></p> <p><i>Plan the opportunities well ensuring they match the curriculum being taught in each year group</i></p> <p><i>Where possible, ensure that the children are given the opportunities in advance of the lessons being taught.</i></p>	<p>£37,000</p>
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2. Targeted Support

Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
<p><i>To diminish the difference in attainment at greater depth in writing disadvantaged pupils at the end of KS1</i></p>	<p><i>Further promoting 'Reading for Pleasure' in KS1 and throughout the school community, including parents and carers</i></p> <p><i>Targeted Reading interventions for disadvantaged pupils in KS1 (including 1:1 phonics intervention, teacher led</i></p>	<p><i>Although no data is available for the end of summer 2020, data for Autumn 2019 indicated good progress from starting points.</i></p>	<p><i>Identifying gaps in knowledge through PUMA and through regular reviews supports those working at greater depth in reading</i></p> <p><i>No More Marking supports teachers with identifying</i></p>	<p>£42,000</p>

	<p><i>guided reading during DEAR time and SLT reading club)</i></p> <p><i>Staff Professional Development, aimed specifically at developing fluency, analytical reading skills and teaching pupils to make connections between texts and across subjects.</i></p> <p><i>A whole school focus on developing language skills and vocabulary linked to subjects and topics</i></p>		<p><i>common areas for development across a cohort</i></p> <p><i>Further support is needed for disadvantaged pupils in writing and language development</i></p>	
<p><i>To increase the percentage of PPG pupils achieving higher standard in RWM combined by the end of each key stage</i></p>	<p><i>Regular monitoring of assessment information ensuring teachers are held to account for progress of higher achieving pupils</i></p> <p><i>Higher achieving children to be challenged through marking to develop higher order skills</i></p> <p><i>Introducing focussed questions in Reading Journals</i></p> <p><i>Higher Attaining Readers SLT Book Club</i></p> <p><i>Gap analysis of end of unit assessments supports teachers with teaching to pupil needs, challenging</i></p>	<p><i>Marking in books demands detailed responses and 'in-depth' reasoning and explanations. Pupils respond to teachers in full sentences and with diagrams, text, pictures and tables.</i></p> <p><i>Focussed questions in reading journals and in books ensured the children were given the opportunity to think carefully about what they were reading at home and in their spare time.</i></p> <p><i>Pupils working at greater depth were identified through assessments and reviews. Those pupils were given additional challenges within their work. These children were encouraged to reason and consider their thoughts.</i></p>	<p><i>Pupils attending booster groups and tuition groups make more accelerated progress compared to their peers</i></p> <p><i>Targeted support is effective in supporting pupils and with closing any gaps in their understanding</i></p> <p><i>Cross federation support enables teachers to receive a greater breadth of professional development from a wide range of experts</i></p>	<p>£39,000</p>

	<i>those who are working at greater depth across all subjects</i>			
3. Other Approaches				
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
<i>To increase the number of parents of pupils in receipt of the grant attending information sessions and other school events</i>	<p><i>Increased communication informs parents of any upcoming sessions</i></p> <p><i>Multi-sessions are held which cover more than one aspect at a time</i></p> <p><i>Sessions are held at different times so as to allow more parents to attend when it suits them</i></p> <p><i>Questionnaires are sent to parents to ask them what they would like to find out, support with or to learn themselves</i></p> <p><i>Twitter, texts and emails are used so as to continually remind parents of any upcoming sessions</i></p> <p><i>Resources and tools are given to families to support with any out of school learning</i></p>	<p><i>A greater number of parents overall attended sessions due to</i></p> <ul style="list-style-type: none"> ● <i>Offering a greater number of sessions at varied times</i> ● <i>Offering resources for them to use with their children at home</i> ● <i>Creating online sessions for them to attend</i> ● <i>Giving the parents the opportunity to spend time in the classrooms with their children before the information sessions</i> <p><i>Parents informed us that they felt well informed and that they would be able to support their children at home in areas such as maths, phonics and reading</i></p>	<p><i>Offering the parents the opportunity to spend time in a classroom allows them to see the teachers modelling the skills being taught to the parents</i></p> <p><i>More parents attend if they can spend time with their children.</i></p> <p><i>Resources and free equipment encourages parents to attend sessions</i></p>	£39,000