



Pupil Premium Strategy Document

1. Summary information					
School	Hill View Primary				
Academic Year	2020-2021	Total PP budget £131,911.63	The total figure for PP for Academic year 20/21 is £131,911.63	Date of most recent PP Review <i>Half termly review of spend impact</i>	September 2020 December 2020 February 2021 April 2021
Total number of pupils	612	Number of pupils eligible for PP	85	Date for next internal review of this strategy	July 2021
Total number of pupils eligible for PP in EYFS			10	Total EYFS PP budget	£13,450

Refer to page 17-18 for the end of year data 2021

2. Achievement Profile 2019/20		
	<i>Number of pupils eligible for PP at Hill View Primary and results as %</i>	<i>Pupils not eligible for PP (national average) i.e. other pupils</i>
Year 1 - Phonics Screening Check:	(13) 69%	
Year 2 – Phonics Re-check:	(10) 85%	
Key Stage 1: Attainment		
% achieving 'expected +' in reading	(10) 73%	84%
% achieving 'expected +' in writing	(10) 55%	80%
% achieving 'expected +' in maths	(10) 64%	87%

% achieving 'expected +' in reading, writing and maths	(10) 54%	75%
% achieving 'greater depth' in reading	(10) 27%	25%
% achieving 'greater depth' in writing	(10) 18%	10%
% achieving 'greater depth' in maths	(10) 18%	16%
% achieving 'greater depth' in reading, writing and maths	(10) 18%	9%
Key Stage 2: Attainment		
% achieving 'expected' in reading	86%	82%
% achieving 'expected' in writing	73%	80%
% achieving 'expected' in maths	55%	83%
% achieving in reading, writing and maths	50%	83%
% achieving in SPAG	86%	86%
% achieving 'greater depth' in reading	27%	49%
% achieving 'greater depth' in writing	5%	18%
% achieving 'greater depth' in maths	5%	19%
% achieving 'greater depth' in reading, writing and maths	5%	10%
% achieving 'greater depth' in SPAG	23%	41%
Key Stage 2: Progress		
% making progress in reading		
% making progress in writing		
% making progress in maths		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	<p>To raise attainment for all vulnerable groups, in all areas at EXS+ and GDS, in line with national and ensure at least good progress for all children</p> <p>Small steps of progress has been made for a minority of pupils, impacted by catch up from Autumn term. Variable picture 72% on track from starting point in reading 68% on track from starting point in writing 73% on track from starting point in maths. Gaps and areas of concerns have been identified for individuals. Half termly book swaps Remote learning offer, differentiated, Target resource were also put on the website for all parents to access. Additional support and resources sent home during lockdown. Weekly contact with vulnerable pupils not in school and where possible vulnerable pupils were invited into school. Access to technology.</p> <p>In the majority of year groups most pupils that are PP/Disadvantaged have maintained their attainment. Some pupils have made further progress to match their start points. In areas where attainment has not been maintained or pupils are still not meeting their expected points from their start point (EYFS or KS1) targeted intervention or in class support has been put in place and this has been discussed at pupil progress meetings. To build on the book swaps we now have a book swap area in the front of the school for parents to access with their children.</p> <p>End of year data shows for disadvantaged pupils (including PPchn) shows progress has clearly been made from starting point and attainment is at least good. It is particularly high at the end of KS2- refer to desired outcomes</p>
B.	<p>To develop engagement in reading for pleasure and lack of fluency for all children</p> <p>Reading team focus to develop reading for pleasure- 3pm read, celebrations, challenges Introduced ERIC (Everyone Reads In Class) and library club. Plans to bring in reading ambassadors to focus on book corners. ERIC time is developing across the school, reading ambassadors have begun to work in reading corners and have collaborated to promote the re-designing of the library. To build on the book swaps we now have a book swap area in the front of the school for parents to access with their children. During remote learning staff still continued to support reading- virtual reading aloud sessions, shared videos of staff reading for pleasure and RWI. Staff also held a masked reader competition for the children and their families. Children are positive about the re-designed library. There is further uptake and interest in the quiet lunchtime reading club. Pupil voice show; WWW; A very positive view about reading overall Children are enthused about ERIC time Children are really enthused about reading, they shared so many positive comments about why they enjoy reading Children love the new library design and spoke extremely positively about it</p> <p>EBI Teachers joined in ERIC time- modelling reading for pleasure/enjoyment Even more time in an ERIC session To have more choices over class texts/project books Timetabled R4P time needs to be ring-fenced</p>
C.	<p>Impact of home life on children which impacts on concentration and learning ELSA, behaviour/learning mentors, school counsellor</p>

	<p>All staff have had some CPD, at different levels, to support mental health and wellbeing.</p> <p>Remote learning offer, differentiated, Target resource were also put on the website for all parents to access. Additional support and resources sent home during lockdown. Weekly contact with vulnerable pupils not in school and where possible vulnerable pupils were invited into school. Access to technology.</p> <p>Play therapy is in place to support more vulnerable pupils, this has had a positive impact on individuals. ELSA and behaviour mentor are working with individuals and supporting needs. Social groups have begun (impact to be measured at the end). To build on the book swaps we now have a book swap area in the front of the school for parents to access with their children.</p> <p>Play therapy has had a positive impact on those who were displaying higher needs in their behaviour.</p>
D.	<p>To recognise and meet the needs of children with Mental Health, Social and Emotional issues which have/are arising from COVID 19.</p> <p>Relationship building, behaviour expectations, pastoral/Early Help support, monitoring behaviour and emotional welfare, readiness for learning</p> <p>ELSA, behaviour/learning mentors, school counsellor, AHT-EHA, DT-Attendance, homework clubs</p> <p>All staff have had some CPD, at different levels, to support mental health and wellbeing.</p> <p>Play therapist and behaviour mentor- social/nurture groups and lego therapy.</p>
E.	<p>A number of children have additional SEN needs that impact on attainment</p> <p>Support from SENDCo, SENDCo Assistant and learning mentor</p> <p>Continued as above</p> <p>To build on the book swaps we now have a book swap area in the front of the school for parents to access with their children. Remote learning offer, differentiated, Target resource were also put on the website for all parents to access. Additional support and resources sent home during lockdown. Weekly contact with vulnerable pupils not in school and where possible vulnerable pupils were invited into school. Access to technology.</p> <p>Learning walks and observations have identified the positive impact of support staff, where appropriate interventions and differentiation is in place. Regular pupil progress meetings with year leads ensure targeted support is in place where needed.</p>
F.	<p>Writing from the start points, progress and attainment is a weaker area</p> <p>Talk through stories to be developed in reception and ks1 to develop language understanding, vocabulary and grammar.</p> <p>Talk for writing to develop the process of writing</p> <p>Pre-teaching</p> <p>Remote learning offer, differentiated, Target resource were also put on the website for all parents to access. Additional support and resources sent home during lockdown. Weekly contact with vulnerable pupils not in school and where possible vulnerable pupils were invited into school. Access to technology.</p> <p>Talk through stories is starting to have a positive impact; children verbally using new language and applying to their writing. Children are applying their learning of vocabulary into their daily talk and writing.</p> <p>Formal observations showed children were engaged in the writing process; shared or modelled write and development of language verbally and through things such as magpie books to enhance writing.</p>
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	<p>Mental Health, Social and Emotional issues within families which have/are arising from COVID 19, requiring: pastoral/Early Help support, monitoring for punctuality and attendance, emotional welfare, readiness for learning and difficulties in supporting the completion of homework and Home Learning Homework and Home Learning</p>

	<p>Remote learning offer, differentiated, Target resource were also put on the website for all parents to access. Additional support and resources sent home during lockdown. Weekly contact with vulnerable pupils not in school and where possible vulnerable pupils were invited into school. Access to technology. Where possible work still continued with outside agencies PEPS/ARs and support was offered.</p> <p>ELSA, behaviour/learning mentors, school counsellor, AHT-EHA, DT-Attendance, homework clubs</p> <p>All staff have had some CPD, at different levels, to support mental health and wellbeing.</p> <p>Regular pupil progress meetings with year leads ensure targeted support is in place where needed. Staff are continually being offered CPD opportunities where needed e.g. access to the national college, lego therapy</p>
F.	<p>Safeguarding issues within families requiring: pastoral/Early Help/Child Protection support, monitoring for punctuality and attendance, emotional welfare and difficulties in supporting the completion of homework and Home Learning</p> <p>Remote learning offer, differentiated, Target resource were also put on the website for all parents to access. Additional support and resources sent home during lockdown. Weekly contact with vulnerable pupils not in school and where possible vulnerable pupils were invited into school. Access to technology. Where possible work still continued with outside agencies PEPS/ARs and support was offered. Attendance was monitored for all children either in school or accessing the home learning/live lessons.</p> <p>AHTs and SEND assistant support and working with families/early help</p> <p>KW fast track to attendance</p>
G.	<p>A number of LAC and PLAC children has increased.</p> <p>AHT regularly attends PEPs-continued to hold and attend virtually</p>

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Screening Phonics – increase the number of PP children passing the Y1 Phonics Screening Test</p> <p>RWI training for all staff and implementation of the new RWI lead</p> <p>All staff have taken part in the online portal training and KS1 and reception are utilising the resources to supplement remote learning.</p> <p>72% currently projected to pass</p> <p>RWI lead and AHT monitoring progress weekly</p> <p>Year 1- currently at 81% of PP children that have passed the Summer term screening. All children to sit final phonics screening in Autumn term 2021</p>	Year 1 87% of PP children will pass Phonics screening.
B.	<p>Key Stage 1 – - increase the number of PP children meeting national expectations in writing, reading and Maths</p> <p>Class teachers; groups and clubs, SLT/SENDCo- QFT, differentiation and interventions</p>	Year 2 to meet national expectations or above for PP.

	<p>Gap analysis done of data and action plan formulated by year groups to address gaps. Clubs to re start in Spring/Summer term</p> <p>Increase in progress in all core subjects from start of year base line. Targeted action plans in place and support from learning mentor, RWI lead and catch up teacher.</p> <p>Targeted support from catch up teacher and AHT</p> <p>Year 2-100% of PP chn passed the phonics screening that took place in Summer 2021</p>	
<p>C.</p>	<p>Key Stage 2 - Maths and Combined at EXS+ needs to be at least in line with national compared with non-disadvantaged.</p> <p>SLT/SENDCo- QFT, differentiation and interventions</p> <p>Individual readers</p> <p>Class teachers; groups and clubs</p> <p>Gap analysis done of data and action plan formulated by year groups to address gaps. Clubs to re start in Spring/Summer term</p> <p>progress from WTS-EXS has increased and EXS-GDS in reading. GD has maintained in writing and maths.</p> <p>Targeted action plans in place and support from learning mentor and catch up teacher.</p> <p>Targeted support from AHT and year leads and SEND assistant ongoing</p> <p>Year 6- Maths- 79%</p> <p>Combined- 76%</p>	<p>Year 6 PP children will meet National or above in Maths and Combined for PP nationally</p>
<p>D.</p>	<p>Key Stage 2 - Writing, Maths and Combined at GDS needs to be at least at national compared with non-disadvantaged</p> <p>SLT/SENDCo- QFT, differentiation and interventions</p> <p>As above</p> <p>progress from WTS-EXS has increased and EXS-GDS in reading. GD has maintained in writing and maths.</p> <p>Targeted action plans in place and support from learning mentor and catch up teacher.</p> <p>Targeted support from AHT and year leads and SEND assistant ongoing</p> <p>Year 6-writing-9%</p> <p>Maths-25%</p> <p>Combined-16%</p>	<p>Year 6 PP children to meet greater depth in writing, maths and combined in line with PP Nationally.</p>

E.	PP children across the school have good attendance Dt-attendance Fast track to attendance meetings in place. Utilising support of Early Help where needed. Attendance of live learning and education have been monitored Attendance-95%	PP children will achieve 96% attendance –
F.	Children are school ready and there are good relationships between staff and pupils.	Children are prepared and engaged in the classroom and able to access quality first teaching at the expected level

5. Planned expenditure					
Academic year		20/21			
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?
Increase the number of PP children passing the Y1 and Y2 Re-take Phonics Screening Test	<p>RWI – stage not age groups On-going formative assessments to move children through the stages</p> <p>Specific targeting of children to ensure gap is closed and accelerated progress occurs</p> <p>Refer to coloured commentaries in section 3 and 4 above, which review actions or changes</p>	Staff strong phonic knowledge, high quality of teaching and on-going formative assessment by RWI lead and Assistant Headteacher has proven strategy. Data analysis at the end of Year 1 & 2 show strategy to be effective.	<ul style="list-style-type: none"> • RWI blended training for all staff teaching phonics • Timetabled phonics across EYFS and Yr. 1 and 2 • Regular monitoring of quality of teaching by AH AHT and RWI lead have begun to monitor. Targeted support in place for new to RWI staff • Regular assessment and analysis of data by dedicated RWI assessor. • Renewal of RWI home readers • Ensure all new KS1 staff and SLT are trained • RWI lead and year leaders to target individuals 	Assistant Headteacher with strategic lead for phonics	July 2021
Key Stage 1 – increase the number of PP children meeting national expectations in all subjects <i>Increase in progress in all core subjects from start of year base line. Continued focus. Specific children identified and focussed on during</i>	All KS1 staff to have a heightened awareness of the needs of PP children and to have high expectations for them. Quality first teaching and focus on planning, organisation of learning, task design, feedback, marking and assessment within all learning Provide feedback that is effective and challenging.	<p>The EEF emphasises that teachers are best qualified to support lower attaining children. However, we have selected some TAs for this role based on their skills sets, knowledge of the children and ability to build relationships.</p> <p>EEF guidance on the best use of TA support and scaffolding to enable the children to develop their metacognition, problem solving skills and opportunities to develop independence</p>	<ul style="list-style-type: none"> • Data analysis three times a year • PUMA/PIRA/GAPS assessments • Book scrutinies • Pupil progress meetings with teachers three times a year • Pupil interviews and conferences • Report three times a year to governors • Classroom observations • Maths team ongoing review of White Rose-power maths 	Assistant Head teachers Deputy Head teacher English team	July 2021

<p>learning in class to address gaps.</p>	<p>White Rose Maths implemented (Sept 2019) Quality standards for White Rose maths implemented sept 2019 Development and implementation of Talk 4 Writing strategies Clearer links and teaching in writing skills to enhance writing</p> <p>Refer to coloured commentaries in section 3 and 4 above, which review actions or changes</p>	<p>White Rose has been evidenced to raise attainment levels for all children providing more opportunities for discussion, use of concrete manipulatives and reasoning.</p>	<ul style="list-style-type: none"> • Core subject teams to provide CPD/INSET to staff • Subject leads - CPD for leadership excellence • Use of learning mentor to run interventions • Catch up teachers 		
<p>Key Stage 1 – increase the number of PP children meeting national expectations in Greater Depth</p> <p>Continued focus. Specific children identified and focussed on during learning in class to address gaps.</p>	<p>All KS1 staff to have a heightened awareness of the needs of PP children and to have high expectations for them. Quality first teaching and focus on planning, organisation of learning, task design, feedback, marking and assessment within all learning Provide feedback that is effective and challenging.</p> <p>Visible Learning implementation</p> <p>Revision of IC projects to ensure high quality provision</p> <p>Quality standards for working walls implemented Sept 2019</p> <p>Systematic release for writing leads to ensure standards</p>	<p>The EEF emphasises that teachers are best qualified to support lower attaining children. However, we have selected some TAs for this role based on their skills sets, knowledge of the children and ability to build relationships.</p> <p>Visible Learning research learning by John Hattie on questioning/amount of teacher talk/effective feedback</p> <p>Integrated Curriculum provides many engaging opportunities to learn a wide range of knowledge and skills whilst deepening understanding through a contextualised approach.</p>	<ul style="list-style-type: none"> • Data analysis three times a year • Book scrutinies • Pupil progress meetings with teachers three times a year • Pupil interviews and conferences • Report three times a year to governors • Classroom observations • Cross phase moderation • Cross Bournemouth REACH Cluster moderation • Moderation by ASI REACH • KS1 moderator to support assessment and challenge • IC lead to monitor and review provision regularly • INSET for Reading ,writing and Maths • Subject leads - CPD for leadership excellence • Use of learning mentor to run interventions • Catch up teachers 	<p>Assistant Headteacher Head Teacher</p>	<p>July 2021</p>

	<p>improve through regular monitoring.</p> <p>Development and implementation of Talk 4 Writing strategies Clearer links and teaching in writing skills to enhance writing</p> <p>Refer to coloured commentaries in section 3 and 4 above, which review actions or changes</p>				
<p>Key Stage 2 – increase the number of PP children meeting national expectations in Maths and combined</p> <p>Continued focus. Targeted action plans in place to address gaps in class and support from assistant SENDCO and catch up teacher.</p>	<p>All Year 6 staff to have a heightened awareness of the needs of PP children and to have high expectations for them. Quality first teaching and focus on planning, organisation of learning, task design, feedback, marking and assessment within all learning Children to be independent in accessing resources to support their learning. Provide feedback that is timely, effective and challenging. Visible learning implementation</p> <p>Quality standards for working walls implemented Sept 2019</p> <p>Systematic release for writing leads to ensure standards improve through regular monitoring.</p>	<p>The EEF emphasizes that teachers are best qualified to support lower attaining children. However, we have selected a TA for this role based on their skills sets, knowledge of the children and ability to build relationships. Ensure tasks provide stretch and challenge. Visible Learning research learning by John Hattie on questioning/amount of teacher talk/effective feedback</p> <p>EEF guidance on the best use of TA support and scaffolding to enable the children to develop their metacognition, problem solving skills and opportunities to develop independence</p> <p>Integrated Curriculum provides many engaging opportunities to learn a wide range of knowledge and skills whilst deepening understanding through a contextualised approach.</p>	<ul style="list-style-type: none"> • Data analysis three times a year • Book scrutinies • Pupil progress meetings with teachers three times a year • Pupil interviews and conferences • Report three times a year to governors • Classroom observations • Writing team to advise and support year groups. • KS2 Moderator to support assessment and challenge. • Cross phase moderation • Cross Bournemouth REACH Cluster moderation • Moderation by ASI REACH • Subject leads CPD - for leadership excellence • Use of learning mentor to run interventions • Catch up teachers 	<p>Assistant Headteachers Deputy Headteacher English team</p>	<p>July 2021</p>

	<p>Revision of IC projects to ensure high quality provision</p> <p>Development and implementation of Talk 4 Writing strategies Clearer links and teaching in writing skills to enhance writing</p> <p>Refer to coloured commentaries in section 3 and 4 above, which review actions or changes</p>				
<p>Key Stage 2 increase the number of PP children reaching Maths, Writing and combined at greater depth.</p> <p>Continued focus. Targeted action plans in place and children identified to address gaps in class. Support from assistant SENDCO and catch up teacher.</p>	<p>Using Reading Reconsidered teaching strategy to enhance and challenge vocabulary, comprehension, inference and deduction of high quality texts.</p> <p>Development and implementation of Talk 4 Writing strategies Clearer links and teaching in writing skills to enhance writing</p> <p>Using Bob Cox’s “Opening Doors” to enhance the children’s understanding of and use of texts to improve reading and writing.</p> <p>To increase children’s independence and make them accountable for their own learning.</p> <p>Implementation of White Rose Maths approach</p> <p>Quality standards for working walls implemented Sept 2019</p>	<p>Reading Reconsidered developed by Doug Lemov in American Chartered Schools which showed high impact on equivalent PP children.</p> <p>“Opening Doors” developed by Bob Cox has supported schools’ on their journey to outstanding,</p> <p>White Rose approach enables children to gain depth of understanding and make connections across a wide variety of concepts</p> <p>Integrated Curriculum provides many engaging opportunities to learn a wide range of knowledge and skills whilst deepening understanding through a contextualised approach.</p>	<ul style="list-style-type: none"> • Embed and ensure new staff are trained in Reading Reconsidered- being monitored and further developed • Opening Doors and power maths • Modelling, team-teaching and mentoring alongside all teachers • Purchasing of whole class high-quality texts • Monitoring planning of lessons to identify challenge through questioning to show provision of all PP children. • Analysis of data of HPA PP children in Reading. • Subject leads CPD - for leadership • Purchasing of Maths resources • Use of learning mentor to run interventions • Catch up teachers 	<p>Assistant Headteachers Deputy head teacher English team</p>	<p>July 2021</p>

	<p>Systematic release for writing leads to ensure standards improve through regular monitoring.</p> <p>Revision of IC projects to ensure high quality provision</p> <p>Refer to coloured commentaries in section 3 and 4 above, which review actions or changes</p>				
<p>Children are school ready and there are good relationships between staff and pupils.</p>	<p>All staff to plan and make use of time to settle in, get to know their classes and build positive relationships.</p> <p>Enhanced opportunities' for Jigsaw and to explore aspects of social, emotional and mental health needs.</p> <p>Staff to use the PACE approach and emotion coaching to develop their interactions with children in their classes.</p> <p>Use of the 5 point scale to enable children to self regulate</p> <p>Refer to coloured commentaries in section 3 and 4 above, which review actions or changes</p>	<p>Louise Bomber CPD on the importance of building relationships and following the PACE approach to help children follow steps to engage</p> <p>EEF guidance on metacognition and self regulation, through the development of these skills children are able to be more ready to learn and manage their emotions.</p> <p>Paul Dix, when the adult changes, everything changes. This research recognises the importance of seeing beyond behaviours and using positive approaches to enhance behaviour in the classroom</p>	<ul style="list-style-type: none"> • CPD on behaviour management and key messages from attachment training and Paul Dix from the AHT for inclusion. • Sharing relevant and up to date EEF guidance to enhance practice in the classroom. • Environment walks • Pupil voice • CPD to be delivered to key members from the Educational Psychologist- NEW EP so this needs to be reviewed. Specific staff have undertaken training such as PACE and when the adult changes everything changes. • AHT to work with the local borough to enhance SEMH • Play therapy • Behaviour mentor • Social groups • Behaviour support 	<p>Assistant Headteachers Deputy head teacher English team</p>	<p>July 2021</p>
Total budgeted cost					£43 856
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?
<p>Increase the number of PP children passing the Y1 Phonics Screening Test</p> <p><i>Year 1; 72% currently projected to pass. RWI lead and year leads have identified children who need additional intervention</i></p>	<p>RWI intervention groups Targeted individual support – RWI lead</p> <p>Refer to coloured commentaries in section 3 and 4 above, which review actions or changes</p>	<p>Staff strong phonic knowledge, high quality of teaching and on-going formative assessment by RWI lead and Assistant Headteacher has proven strategy. Data analysis at the end of Year 1 & 2 show strategy to be effective.</p>	<ul style="list-style-type: none"> • Timetabled phonics across EYFS and Yr. 1 and 2 • Regular monitoring of quality of teaching by AHT and lead-targeted support for staff new to teaching RWI • Regular assessment and analysis of data by dedicated RWI assessor. • RWI training for all staff 	<p>SLT member Responsible for strategic lead for PP and/or phonics</p>	<p>July 2021</p>
<p>Key Stage 1 – increase the number of PP children meeting national expectations in all subjects</p> <p><i>Increase in progress in all core subjects from start of year base line. Targeted action plans in place and support from learning mentor, RWI lead and catch up teacher.</i></p>	<p>Fluid groupings Talk partners Think, pair, share DHT for targeted teaching Free Writes</p> <p>Refer to coloured commentaries in section 3 and 4 above, which review actions or changes</p>	<p>The EEF recommends that collaborative learning with a range of abilities through structured approaches with well-designed tasks lead to the greatest learning gains. The EEF also has found that approaches which promote talk and interaction between learners tend to result in the best educational gains. Using free-writes children can showcase their understanding of the writing process, rather than worrying about content.</p>	<ul style="list-style-type: none"> • Timetabled writing intervention across Yr6 • Regular coaching by DHT • Regular assessment and analysis of data of class teachers and writing leaders three times a year • Governor/Year Group Learning Walks six times a year • Termly Pupil Progress meetings • Refresher RWI training and RWI training for new staff and the RWI lead • Use of learning mentor to run interventions • Catch up teachers 	<p>SLT member with strategic lead for English and/or with strategic lead for PP Writing leaders</p>	<p>July 2021</p>

<p>Key Stage 1 – increase the number of PP children meeting national expectations in Greater Depth</p> <p>Continued focus. Targeted action plans in place and support from learning mentor, RWI lead and catch up teacher.</p>	<p>Fluid groupings AHT for targeted teaching in maths AHT for targeted groups for reading and writing Learning mentor to focus on targeted groups as directed by AHT Targeted groups, developed through GAP analysis and monitored by year leaders</p> <p>Refer to coloured commentaries in section 3 and 4 above, which review actions or changes</p>	<p>Specific teaching to boost confidence in test situation and understanding Reading Reconsidered (Doug Lemov) to encourage high quality texts, increase stamina and questions that challenge children’s thinking.</p> <p>White Rose has been evidenced to raise attainment levels for all children providing more opportunities for discussion, use of concrete manipulatives and reasoning. EEF evidence shows that small group tuition is effective and that studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ is effective in securing progress.</p>	<ul style="list-style-type: none"> • Targeted groups within class • Additional adult • Half-termly reviews • Regular coaching by AHT & DHT • Regular assessment and analysis of data by class teachers and maths and English leaders in line with policy • Half termly learning walks by leads • Use of learning mentor to run interventions • Catch up teachers 	<p>SLT member with strategic lead for English, maths and/or with strategic lead for PP Writing leaders Reading & Library leaders Maths leaders</p>	<p>July 2021</p>
<p>Key Stage 2 – increase the number of PP children meeting national expectations in Maths and combined</p> <p>Continued focus. Targeted action plans in place and support from learning mentor, assistant SENDCO and catch up teacher</p>	<p>Additional teacher 0.4 F/T equivalent for targeted groups Identify specific children Targeted teaching to close gap Pre-teaching of vocabulary Fluid grouping Daily SPaG discrete teaching</p> <p>Refer to coloured commentaries in section 3 and 4 above, which review actions or changes</p>	<p>The EEF emphasises that teachers are best qualified to support lower attaining children. Ensure tasks provide stretch and challenge. Visible Learning research learning by John Hattie on questioning/amount of teacher talk/effective feedback increases children’s understanding of concepts. Evidence that the use of educational visits also has a positive outcome in writing is harnessed by our use of hooks and outcomes within our integrated curriculum. Children are pre-taught vocabulary before a project begins enabling greater confidence and understanding from the outset of the project.</p> <p>Integrated Curriculum provides many engaging opportunities to learn a wide range of knowledge and skills whilst deepening understanding through a contextualised approach.</p>	<ul style="list-style-type: none"> • English team, PP Lead and Year group leaders will monitor data and consider ways forward at each data drop. • Moderation within school and across REACH South schools for writing • Pupil progress reviews • A range of monitoring activities led by SLT and subject leads. • Use of learning mentor to run interventions • Catch up teachers 	<p>SLT member with strategic lead for Maths and/or with strategic lead for PP Writing leaders</p>	<p>July 2021</p>

<p>Key Stage 2 increase the number of PP children reaching Maths, Writing and combined at greater depth.</p> <p>Continued focus. Targeted action plans in place and support from learning mentor, assistant SENDCO and catch up teacher</p>	<p>Additional teacher 0.4 F/T equivalent for targeted groups Identify specific children Targeted teaching to close gap Pre-teaching of vocabulary Fluid grouping Daily SPaG discrete teaching</p> <p>Refer to coloured commentaries in section 3 and 4 above, which review actions or changes</p>	<p>The EEF emphasises that teachers are best qualified to support lower attaining children. Ensure tasks provide stretch and challenge. Visible Learning research learning by John Hattie on questioning/amount of teacher talk/effective feedback increases children's understanding of concepts. Evidence that the use of educational visits also has a positive outcome in writing is harnessed by our use of hooks and outcomes within our integrated curriculum. Children are pre-taught vocabulary before a project begins enabling greater confidence and understanding from the outset of the project.</p> <p>Integrated Curriculum provides many engaging opportunities to learn a wide range of knowledge and skills whilst deepening understanding through a contextualised approach.</p>	<ul style="list-style-type: none"> Phase leads/PP Lead and Year group leaders will monitor data and consider ways forward at each data drop. Targeted action plans in place- discussed at pupil progress meetings Moderation within school and across REACH South schools for writing Pupil progress reviews A range of monitoring activities led by SLT and subject leads. Use of learning mentor to run interventions Catch up teachers 	<p>SLT member with strategic lead for Maths and/or with strategic lead for PP Writing leaders</p>	<p>July 2021</p>
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Total budgeted cost £38 429.63

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?
<p>PP children across the school have good attendance</p>	<p>Attendance team use a range of strategies to ensure attendance is at least at expected, including letters, meetings with parents whose children are near to or are PA, as well as application process for unauthorised absence. Drop-in and more formal support is available to parents if needed through Pastoral Worker</p>	<p>DfE Nov 2016 Guidance for attendance states that "The government expects: • Schools and local authorities to: • Promote good attendance and reduce absence, including persistent absence; • Ensure every pupil has access to full-time education to which they are entitled; and, • act early to address patterns of absence. • Parents to perform their legal duty by ensuring their children of compulsory school age who are registered at school attend regularly. • All pupils to be punctual to their lessons".</p>	<ul style="list-style-type: none"> Attendance data monitoring and team meetings, including ESW, six times per year Meetings with and letters to parents whose children are PA/on borderline of PA and/or lateness. ESW to implement and monitor attendance contracts Use of Early Help/NIF assessments Use of Arbor and My Concern 	<p>Headteacher</p>	<p>July 2020</p>

	Use "Wakey, Wakey" Club and After School club to support parents in their child-care/work commitments				
Children are school ready and there are good relationships between staff and pupils.	<p>School Counsellor – working 1:1 with the most vulnerable children in the school DHT, AHTs, SENDCo assistant and mentors to work collaboratively to provide help and advice for parents on a range of issues.</p> <p>Early Help & Needs Identification for families who require the support of a multi-agency approach.</p> <p>ELSA support</p> <p>All staff aware of the importance of attachment needs, ensuring that they use strategies in class to support children.</p> <p>Individualised programmes/personalised learning and timetables to support children academically and emotionally</p> <p>Computer Club for anxious children.</p> <p>All staff have heightened awareness of how to recognise and act on Neglect.</p> <p>Wakey, Wakey Club to provide safe space for children before school where they can access shelter, food, drink and activities.</p> <p>After School Club</p> <p>Playground buddies</p> <p>Peer mediators</p>	<p>Government advice "Counselling In Schools", states that good mental and emotional wellbeing is an integral part of children and young people's holistic development. When this development is inhibited, counselling can be an effective and important resource. The aims of counselling are to assist the child or young person to achieve a greater understanding of themselves and their relationship to their world, to create a greater awareness and utilisation of their personal resources, to build their resilience, and to support their ability to address problems and pursue meaningful goals.</p> <p>Louise Bomber advocates that it is important to remember that behaviour is a means of communication. Consequently, it is essential for staff to try and understand what the child is attempting to tell us through their behaviour, rather than making judgements about it. Attachment styles a child forms in infancy has wide implications in all areas of their life and describes children's pattern of relating to the important people in their lives. To ensure readiness for learning, we must meet these needs.</p> <p>Cortiella, Candace and Horowitz, Sheldon H. The State of Learning Disabilities: Facts, Trends and Emerging Issues. New York: National Centre for Learning Disabilities, 2014 state that "learning disabilities are both real and permanent" therefore early acknowledgement and intervention (through quality first teaching and specific) and on-going assessment ensure that children do not "suffer from low self-esteem, set low</p>	<ul style="list-style-type: none"> • Half-termly monitoring with SENDCo assistant, ELSA, behaviour and learning mentor, School counsellor and Assistant Headteachers to discuss vulnerable children and strategies to help • Counselling available for identified parents • TAF/multi-agency/SEN/parent meetings to assess, address and monitor needs of children and their families • School Counsellor to produce termly reports on children she is supporting-<i>no longer with us. But playtherapy is in place.</i> • Teacher, SENDCo, TAs, Assistant and Deputy Headteachers monitoring impact of interventions being used both inside and outside the classroom and acting on information. • All staff trained to use My Concern. • DSL weekly safeguarding monitoring. • Half-termly monitoring of behaviour charts with actions • All Lunchtime Supervisors to train in positive play and positive behaviour management- <i>to be refreshed</i> • Purchase resources for use at playtimes. 	SLT	July 2021

	<p>All Lunchtime Supervisors to use positive play and positive behaviour management</p> <p>Refer to coloured commentaries in section 3 and 4 above, which review actions or changes</p>	<p>expectations for themselves, struggle with underachievement and underemployment, have few friends and, with greater frequency than their non-LD peers, appear to end up in trouble with the law".</p>	<ul style="list-style-type: none"> Behaviour and relationship delivered by SENDCo for all adults. 		
Total budgeted cost					£49 626

1. Achievement Profile 2020/21		
	<i>Number of pupils eligible for PP at Hill View Primary and results as %</i>	<i>Pupils not eligible for PP (national average) i.e. other pupils</i>
Year 1 - Phonics Screening Check:	<i>(16) 80% final PSC in Autumn term 2021</i>	<i>(74) 77%</i>
Year 2 – Phonics Re-check:	<i>(4) 100%</i>	<i>(13) 38%</i>
Key Stage 1: Attainment		
% achieving 'expected +' in reading	<i>(15) 60%</i>	<i>(74) 77%</i>
% achieving 'expected +' in writing	<i>(15) 60%</i>	61%
% achieving 'expected +' in maths	<i>(15) 53%</i>	74%
% achieving 'expected +' in reading, writing and maths	<i>(15) 47%</i>	61%
% achieving 'greater depth' in reading	<i>(15) 7%</i>	22%
% achieving 'greater depth' in writing	<i>(15) 7%</i>	12%
% achieving 'greater depth' in maths	<i>(15) 7%</i>	14%
% achieving 'greater depth' in reading, writing and maths	<i>(15) 7%</i>	12%
Key Stage 2: Attainment		
% achieving 'expected' in reading	<i>(11) 91%</i>	88%

% achieving 'expected' in writing	(11) 82%	82%
% achieving 'expected' in maths	(11) 73%	80%
% achieving in reading, writing and maths	(11) 73%	76%
% achieving in SPAG	64%	%
% achieving 'greater depth' in reading	(11) 36%	34%
% achieving 'greater depth' in writing	(11) 9%	21%
% achieving 'greater depth' in maths	(11) 27%	25%
% achieving 'greater depth' in reading, writing and maths	(11) 9%	17%
% achieving 'greater depth' in SPAG	36%	%
Key Stage 2: Progress		
% making progress in reading	+18.2% from KS1 +18.2% from previous Summer 2020	
% making progress in writing	+9.1% from KS1 +27.3% from previous Summer 2020	
% making progress in maths	-18.2% from KS1 +27.3% from previous Summer 2020	