

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Blackmoor Park Infant School				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£50,420	<b>Date of most recent PP Review</b>	6.7.2020
<b>Total number of pupils</b>	335	<b>Number of pupils eligible for PP (currently in school)</b>	67	<b>Date for next internal review of this strategy</b>	July 2021

2. End of Year Attainment of 2019/20 cohort						
	<i>Pupils eligible for PP (your school)</i>			<i>Pupils not eligible for PP (national average)</i>		
<b>% achieving in reading, writing and maths</b>	Reception 11 of the 90 cohort Year 1 8 of the 88 cohort Year 2 18 of the 90 cohort			% National Comparators 2018		
	% at the Expected Standard Spring Data 2020			All Pupils National 2018		
		Reception	Y1	Y2	EYFS	Y2
	R	67%	75%	33%	76%	75%
	W	55%	75%	11%	73%	70%
	M	73%	75%	22%	79%	76%
				FSM eligible children		
				Y2		
	R			60%		
	W			53%		
	M			61%		
<b>% making progress in reading</b>	Reception – 64% Year 1 – 87.5% Year 2 – 83.3%					
<b>% making progress in writing</b>	Reception – 82% Year 1 – 62.5% Year 2 – 83.3%					
<b>% making progress in maths</b>	Reception – 73% Year 1 – 87.5% Year 2 – 83.3%					

<b>3. Barriers to future attainment (for current pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	A significant % of PP pupils are also SEND which slows progress in reading, writing and maths (5 out of 19 = 26%).	
<b>B.</b>	A significant % of PP pupils are currently at risk of not meeting the expected standard at the end of the academic year, and the gap may have widened during school closures and differing opportunities for home learning (An average of 53% across KS1 for reading, writing and maths).	
<b>C.</b>	Emotional development in Reception is below the expected standard for pupils eligible for PP, particularly managing feelings and behaviour and making relationships. A significant % of pupils eligible for PP in KS1 continue to demonstrate a need for support in this area. This is a potential risk for progress in their learning, particularly this year due to school closure.	
<b>D.</b>	Oral language skills and listening skills in Reception and Year 1 (55% in speaking, 45% in listening) are below the expected standard for pupils eligible for PP. This is a potential risk for reading progress in subsequent years.	
<b>E.</b>	A significant % of pupils eligible for PP are not at the ARE for phonics (5 out of 19 = 26%).	
<b>F.</b>	Physical skills in Reception are below the expected standard for pupils eligible for PP This is a potential risk for writing progress in subsequent years.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>G.</b>	A significant % of PP pupils have attendance below 97%. This reduces their school hours and therefore impacts on their rate of progress and attainment. Of these children, many are also at risk of not meeting the expected standard for reading, writing and maths at the end of the academic year.	
<b>H.</b>	A significant % of PP pupils have a range of difficulties accessing quality learning support at home and may not have had consistent opportunities to complete home learning tasks.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	PP children with SEND will make the expected rate of progress, if not reaching ARE.	Progress of PP children with SEND will be in line with expected progress of other groups.
<b>B.</b>	PP children at risk of not meeting the expected standard at the end of the academic year will make the expected rate of progress from their individual starting points, addressing gaps in learning due to school closure.	Progress of PP children at risk of not meeting the expected standard at the end of the academic year will be in line with expected progress of other groups.
<b>C.</b>	Improved social, emotional and mental health for pupils eligible for PP in Reception and KS1.	Pupils eligible for PP in Reception will make accelerated progress by the end of the year so that all pupils demonstrate increased self-esteem and confidence. Pupils eligible in KS1 will have increased levels of confidence and self-esteem, which will have a positive impact on their overall progress.
<b>D.</b>	Improved oral language skills for pupils eligible for PP in Reception.	Pupils eligible for PP in Reception make accelerated progress by the end of the year so that all pupils meet their age related expectations.
<b>E.</b>	Phonics screening data will show an improvement for pupils eligible for PP.	A higher % of pupils eligible for PP will pass the phonics screening check in Year 1. Those that fail to achieve the pass mark in Year 1 will pass the screening in Year 2. The % of pupils eligible for PP (who are not SEND) who pass the phonics screening check will be in line with non-PP pupils.

<b>F.</b>	Improved physical skills for pupils eligible for PP in Reception.	Pupils eligible for PP in Reception make accelerated progress by the end of the year so that all pupils eligible for PP meet their age-related expectations
<b>G.</b>	Attendance of PP children will improve.	The number of persistent absentees among pupils eligible for PP will be reduced. Attendance for the PP pupils will be in line with National expectations.
<b>H.</b>	PP pupils will be supported with their learning at home.	PP pupils will read regularly at home and homework in Learning Logs will be completed.

## 5. Planned expenditure

<b>Academic year</b>	<b>2020/21</b>
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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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
PP children with SEND will make the expected rate of progress, if not reaching ARE.	Class teachers and SENCo will work collaboratively to identify targeted needs which are captured on the whole school provision map. Weekly small group sessions for writing, phonics and mathematics will be delivered by experienced and appropriately trained staff. Daily one to one reading/Read, Write, Inc sessions will take place for those children identified as being at significant risk of not reaching the expected standard.	<p>We want to provide extra support to ensure children continue to make the expected rate of progress. One Page Profiles will identify specific SMART targets for PP pupils with SEND. Intervention groups will have specific entry and exit criteria, and staff delivering the intervention will have a clear understanding of the intended outcomes. This will enable adults working with these children to provide specific guidance on how to improve and further their learning (EEF toolkit 'Feedback' page 12).</p> <p>There will be a high priority focus on addressing gaps in learning due to school closures.</p>	Planning will match progress steps towards the expected rate of progress. Teaching groups will be monitored through half termly pupil progress meetings by PP champion. Outcomes for pupils eligible for PP, in terms of their progress and attainment, will be shared with key stakeholders half termly. Staff responsible for delivering intervention sessions will be included in planning discussions. Case studies will be completed to capture the children's progress, and identify any barriers and successes.	PP Champion	Review half termly and feedback to all staff.

<p>PP children at risk of not meeting the expected standard at the end of the academic year will make the expected rate of progress from their individual starting points.</p>	<p>Quality first teaching in the classroom will identify specific groups of vulnerable children. Weekly planning will highlight PP pupils as a priority focus, and support will be given to these pupils.</p> <p>Each year group will use resource boxes specially prepared for interventions throughout the year and there will be a high priority focus on identifying and addressing gaps in learning that have occurred due to school closure.</p>	<p>We want to provide extra support to ensure all PP pupils continue to make the expected rate of progress. The pupils will understand, through specific guidance and feedback, what their next steps for learning are. Adults working with, and supporting, these children will provide appropriate and specific feedback, both verbally and in marking comments, that will enable the pupils to understand what their successes are and identify areas for development (EEF toolkit 'Feedback' page 12)</p>	<p>Planning will match progress steps towards the expected rate of progress. Teaching groups will be monitored through half termly pupil progress meetings by PP champion. Outcomes for pupils eligible for PP, in terms of their progress and attainment, will be shared with key stakeholders half termly. All staff responsible for supporting PP pupils in sessions or interventions will be included in planning discussions. They will also provide regular feedback to both the children and the class teacher.</p> <p>Children who are expected or above will receive regular opportunities for challenge sessions to target application and reasoning skills.</p>	<p>PP Champion</p>	<p>Review half termly and feedback to all staff.</p>
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<p>Phonics screening data will show an improvement for pupils eligible for PP.</p>	<p>Children will be identified through data analysis, and pupils eligible for PP who are at risk of not reaching the expected standard in Year 1 will be targeted for phonic intervention and support in class.</p> <p>The Lexia programme will be utilized (for the first term) to provide extra support, in school and at home, for the targeted children.</p>	<p>Phased Read Write Inc. phonics sessions will be delivered by teachers across EYFS and KS1 to ensure pupils are all accessing quality first, consistent teaching of phonics in the classroom. Pupils identified at being at significant risk of not achieving the expected standard will also be part of a smaller phonics intervention group.</p> <p>Evidence suggests that using different technology does have some benefits to learning and is more effective with younger learners. Staff will receive bespoke training on the Lexia programme to ensure the most effective use of the technology to support children with their learning. (EEF Toolkit, "ICT", page 15).</p> <p>The importance of presenting information in different ways is highlighted and pupils should be encouraged to make connections between the different ways in which ideas and information can be represented. Pupils should also be encouraged to take responsibility for identifying how they can succeed in their learning and develop successful strategies and approaches (EEF Toolkit "learning styles" page 16).</p> <p>Pilot studies conducted by Lexia show learning gains for pupils who have had regular access to the programme.</p>	<p>Phased phonics sessions will take place daily, following the Read, Write, Inc. scheme. Targets will be identified for children of varying ability levels and next steps will be clearly identified to allow the children to understand how to succeed in their learning. Extra phonics sessions will be delivered to smaller groups of vulnerable children. Regular dialogue will take place between the phonics teacher and class teacher regarding progress, identifying specific pupils where necessary.</p> <p>Key staff including English Lead, PP champion and assessment and curriculum lead have received training in the Lexia programme. They will disseminate this information to appropriate staff members.</p> <p>Parents will be provided with log in details and information about the programme necessary for them to support their children with using the programme at home. Specific learning targets will be set by the class teacher and shared with the child and parent. Use of the programme will be monitored and opportunities given in school to access Lexia for those pupils that are not regularly accessing the programme at home. Parents will be given the opportunity to discuss any specific difficulties in using the programme and will be supported by school where possible.</p>	<p>Phonics Lead, English Lead and class teacher</p> <p>English lead, PP Champion, Phonics lead, Assessment Lead</p>	<p>Reviewed half termly</p> <p>Reviewed half termly and feedback to class teachers</p>
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	Regular practices of similar screening checks will take place throughout the year.	Regular phonics screening checks will allow the Phonics Lead to identify specific gaps in phonic learning and feed back to class teachers. The exposure to similar materials regularly will improve the children's familiarity, and therefore confidence, when completing the phonics screening check. The impact of Lexia and intervention strategies can also be monitored through the children's results at each stage.	Regular opportunities will be given for children to play games and activities that will include real words and pseudo words, outside of the taught phonics session. This terminology will also be used to ensure the children are familiar with the vocabulary. Results from practise checks will be tracked to monitor progress and identify specific graphemes that the children are having difficulties with. These children will then be targeted with extra phonics support sessions.	Phonics lead, class teachers	Reviewed termly
<b>Total budgeted cost</b>					£18, 452
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved social, emotional and mental health for pupils eligible for PP in Reception and KS1.	Forest School activities will take place through the delivery of bespoke KS1 Forest School sessions across the year. Timetabled weekly sessions will focus on self-esteem, confidence, motivation and independence so that learners can support each other and make their learning explicit through discussion. Children will have opportunities to solve a range of problems, planning the most appropriate solution to a task.	<p>The EEF Toolkit suggests that targeted meta-cognitive and self-regulation strategies matched to specific children with particular emotional needs can be effective intervention (Page 17). These are most effective in small groups where pupils develop strategies to plan, monitor and evaluate their own learning. This early prevention approach minimises the need for later intervention.</p> <p>Children may need extra emotional support to support them with any feelings of trauma that may arise due to the school closures and COVID 19 last academic year.</p>	Staff are specifically trained in the Forest School approach, with one staff member having very recent updated training (September 2019). Data has been analysed and at risk groups have been identified for the sessions. In KS1 they will be delivered half termly, alternating between year 1 and year 2, with final end celebrations with their peers. Class teachers will monitor progress in emotional wellbeing. Feedback will be given to senior leaders during pupil progress discussions. Progress of children will be captured and celebrated on children's individual pupil profiles.	Sarah Ware and SENCo.	Reviewed at the end of each Forest School Block.

	<p>Targeted children will be invited to join a 'Reading for Pleasure' club and an Art club that is a nurturing small group environment for children and also promotes a love of reading and creativity.</p>	<p>Previously run Reading for Pleasure clubs and art clubs have shown an increased motivation to read independently and positive feedback for creative activities. The club also provides a safe and calming environment where children can explore their own artistic talents and express themselves in a nurturing, small group environment. Previous attendees of the club have shown increased confidence in their abilities and have enjoyed being able to express their feelings.</p>	<p>Art club and Reading for Pleasure club will continue to take place each week after school. There will be a maximum of 15 children with 3 teachers to ensure a nurturing, small group environment.</p>	<p>LP, GR and JS</p>	<p>Reviewed after each half termly block.</p>
<p>Improved oral language skills for pupils eligible for PP in Reception.</p>	<p>Targeted support for pupils at risk of not achieving early years outcomes for speaking and listening. Individual speech and language programmes will be delivered on a one-to-one basis through WELCOM programme. This will run alongside the narrative approach to reading and writing, using drama conventions to capture language choices.</p>	<p>Through investing some of the PP budget into this approach, pupils will receive long term benefits. Some of the pupils need targeted speech and language support to diminish the difference between them and their peers, and the programme has been independently evaluated and shown to be effective in Liverpool schools. The combined narrative and dramatic approach uses self-regulation skills to improve writing. Pupils are encouraged to become more independent by planning, monitoring and evaluating their learning (EEF Toolkit, self-regulation Page 17).</p>	<p>Staff will continue to focus on using drama conventions to support writing in the classroom and it is now embedded in the English planning, in the immersion phase of all units of work. This equips the children with ideas for their writing and enhances their vocabulary. This will be monitored by English Lead termly and reported to Governors.</p> <p>WELLCOMM programme will be utilised to assess all children in EYFS and as an intervention programme. This will also be used for children in KS1 that still require support.</p>	<p>EYFS team, SENCo and English Lead.</p>	<p>Reviewed termly and feedback to all staff.</p>
<p>Improved physical skills for pupils eligible for PP in Reception and KS1</p>	<p>Targeted physical support for pupils at risk of not achieving Early Years Outcomes for Physical Development. Daily small group sessions focused on gross motor skills encourage positive relationships between staff and children and engagement in activities which support pre-writing skills.</p>	<p>We want to provide extra support to accelerate physical development in order to enable these children to engage in "writing readiness" – pencil grip, wrist rotation, left to right orientation, spatial awareness and large gross motor movement. Small group daily interventions with highly qualified and experienced staff have proven to be effective (EEF Toolkit "early years intervention" page 11).</p>	<p>All staff engaged in high quality INSET focused on necessary skill development for writing. All staff are aware of and understand the importance of the sequential development of gross and fine motor skills. This will be monitored through half termly pupil progress meetings and termly progress data.</p>	<p>EYFS lead, SENCo and PE lead.</p>	<p>Reviewed termly and feedback to staff.</p>

**Total budgeted cost** £13, 723.51

**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?
Attendance of PP children will improve.	<p>Attendance team will monitor PP attendance as a specific group alongside the whole school.</p> <p>A rapid response text and phone call will be made to parents on the first day of absence.</p> <p>Parents will be made aware of the Medication Policy to encourage them to send their children into school as early as possible after an absence.</p> <p>Children with good attendance will be recognized on a half termly basis and individual outstanding attendance will be rewarded and celebrated at a special event.</p> <p>After school clubs and breakfast clubs will be available for those children that require access to improve punctuality.</p> <p>Trips and visits will be available to children eligible for PP.</p>	<p>Children who attend school regularly make a more consistent rate of progress. Evidence shows that children who regularly attend school also have stronger friendships, have increased levels of confidence and take more ownership of their learning.</p> <p>Children return to school earlier after an absence if medication can be administered in school, following the Medication Policy. The profile of attendance will be raised for both children and parents. Children will be motivated by the recognition for regular attenders.</p>	<p>Attendance is monitored weekly and any absence is addressed immediately.</p> <p>Care plans are provided for children with long term medical needs. Medicine is administered as per direction and recorded in the office.</p> <p>Attendance is celebrated each week in assembly with rewards: a certificate for the class with the highest attendance and a piece of Mr Potato Head; whole school competition to complete Mr Potato Head first for a class prize; 100% attendance assembly at the end of the school year for families to attend and celebrate. Further half termly assemblies will take place where children with 97% attendance or over will receive a certificate in recognition. A Mr Potato Head costume has been purchased to boost the profile of high attendance.</p>	<p>LP and SR Attendance Team</p> <p>Class teachers</p> <p>All staff</p>	<p>Reviewed termly and feedback to all staff</p> <p>Reviewed termly and feedback to all staff</p> <p>Reviewed termly</p>
PP children will be supported with their learning at home	<p>Learning platform provided for home learning - Purple Mash and access to Read, Write, Inc materials. Immediate feedback is provided, allowing teachers to monitor and set specific tasks.</p> <p>Workshops for parents and children to attend are</p>	<p>Effective use of this technology is driven by learning and teaching goals and is an integral part of activities in lessons. Research shows that this supports pupils to work harder, longer and more efficiently in order to improve their learning (EEF Toolkit "Homework" page 13 and "ICT" page 15).</p> <p>Programmes focused on supporting parents and their skills enhances confidence and</p>	<p>Homework linked to activities in lessons and basic skills practise is set in homework books by class teachers and marked as returned. This approach provides children with opportunities to be active researchers in their own learning and apply skills they are developing across subjects in school.</p> <p>Homework books and spelling books will be sent home and marked weekly</p>	<p>Class teachers</p> <p>Class teachers</p>	<p>Reviewed half termly Feedback to LP about any concerns regarding PP pupils</p> <p>Reviewed half termly</p>



	<p>delivered across the school year for all – EYFS, KS1 curriculum, Maths, Reading, e-safety and KS1 SATs – so that parents can develop the skills to enable them to support their child with their learning. Calculation policy will be distributed to parents to help them support their child with maths homework, alongside relevant vocabulary. ‘Real life’ learning will also be celebrated by parents sending photographs of their children into school, demonstrating when they are applying their learning outside school.</p> <p>Homework books, spelling and reading books are sent home each week and will be monitored by class teachers.</p>	<p>encourages parents to support their children at home. Parents of our very young children are often a captive audience, eager to attend and support home learning. This will take place depending on current COVID 19 government regulations.</p> <p>Children will continue their learning outside the school day and will be given opportunities to apply the skills they are developing in school through different real life experiences. Parents will develop a greater understanding of the expectations of their child in each year group. Placing importance on homework will encourage parents and children to develop a positive attitude to learning. This will also encourage a more effective dialogue between parents and the class teachers around targets for learning.</p> <p>Allowing children to take ownership of their reading by selecting books linked to their preferences (based on their ability level) will encourage them to be an active reader at home. Allowing children to change reading books as often as possible will encourage them to read more at home.</p>	<p>with specific and timely feedback. Suggested activities will be clear and provide a variety of tasks with different levels of challenge, focusing on building fluency in basic skills. Good work will be celebrated in class and rewards given. Homework returns will be monitored to identify children who may not be receiving support at home. Opportunities will be provided for these children to complete some activities in school. Reading books will be changed at least once a week. Class teachers will monitor parents’ comments in reading records. Any issues relating to homework books or reading books will be addressed at parents evening on an individual basis.</p>	<p>Class teachers</p>	<p>Feedback to LP about any concerns regarding PP pupils</p> <p>Reviewed half termly Feedback to LP about any concerns regarding PP pupils</p>
<b>Total budgeted cost</b>					£18, 160.98

## 6. Review of expenditure

Previous Academic Year (2019-20)

### 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 with SEND will make the expected rate of progress, if not reaching ARE.</p>	<p>Targeted needs were captured on the whole school provision map. Weekly small group sessions for writing, phonics and mathematics were planned to be delivered by experienced and appropriately trained staff. Daily one to one reading was to take place for those children identified as being at significant risk of not reaching the expected standard.</p>	<p>Small groups were planned for but could not consistently take place due to staffing absences etc. Children were supported in class whenever possible and some targeted small groups/1:1 sessions took place personalised from one page profiles, but again were not always consistent.</p> <p>Lexia intervention sessions took place twice a week and were consistent in Autumn term but not in Spring term due to staffing absences and having to prioritise specific interventions. Read Write Inc small group and 1:1 sessions took place consistently and children made good progress (see phonics for more detail).</p> <p>Of the 10 SEND children in KS1, 70% made expected or better rates of progress in reading and writing, and 80% made expected or better rates of progress in maths.</p> <p>EYFS has limited time for interventions due to staffing and timetabling issues. However lowest attaining 20% were targeted for RWI and maths intervention. This will be addressed next academic year.</p>	<p>The SENCo will continue to capture the targeted needs of children on the whole school provision map and high importance will be placed on consistent delivery of all necessary provision.</p> <p>Key members of staff will be kept informed about intervention groups and impact will be captured in pupil progress meetings at the end of each half term.</p> <p>Specific Intervention plans for each half term will continue to be completed in advance so that groups can start immediately after holidays and staff to deliver intervention groups are of high priority to ensure the highest impact on children's progress in KS1 and EYFS. High priority will be placed on addressing gaps due to COVID 19 school closures, specifically for children who did not access consistent home learning.</p> <p>Daily one to one reading and phonic activities for children identified as being at significant risk of not reaching the expected standard will continue (particularly 1:1 sessions for Read Write Inc). Guided reading will be delivered in mixed ability groups to provide peer support to SEND and lower ability children.</p>	<p>£20, 296.62</p>

<p>PP children at risk of not meeting the expected standard at the end of the academic year will make the expected rate of progress from their individual starting points.</p>	<p>Quality first teaching in the classroom identified specific groups of vulnerable children and these were monitored at half termly pupil progress meetings. Weekly planning highlighted PP pupils as a priority focus, and LSA support /intervention was given to these pupils. Small interventions also took place in EYFS.</p>	<p>Pupil Premium children were monitored in pupil progress meetings and children were identified on weekly plans. Support was given where necessary to these children.</p> <p>Due to staffing/timing issues children were supported mainly in class. Some children received twice weekly Lexia sessions and daily 1:1 Read Write Inc booster sessions.</p> <p>Resource boxes for intervention groups were purchased for each year group but were not utilised fully this year – they will be used more effectively next year.</p> <p>Year 2 SATS intervention groups could not take place due to COVID 19 school closure.</p> <p>Children were teacher assessed for Spring term.</p> <p>In Year 2 33% of children were expected for reading, 11% for writing and 22% for maths.  In Year 1 75% of children were expected for reading, writing and maths.  In EYFS, 67% of children were at ARE for reading, 55% for writing and 73% for maths.</p>	<p>Pupil premium children will continue to be identified on all weekly and medium term plans and these children will be monitored in any lesson evaluations where appropriate.</p> <p>All pupil premium children will continue to have access to quality teaching and will receive support in lessons and extra intervention groups where necessary.</p> <p>Year 2 children will continue to be identified for extra support and targeted in afternoon groups by class teacher from spring term onwards.</p> <p>EYFS intervention sessions will take place on a weekly basis for targeted children.</p> <p>Interventions and support groups for all children will have a high priority focus on addressing the gaps in learning that may have occurred from school closures, taking into account that not all children will have continued their learning consistently at home.</p>	
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<p>Phonics screening data will show an improvement for pupils eligible for PP.</p>	<p>Pupils eligible for PP who were at risk of not reaching the expected standard in Year 1 were targeted for phonic interventions and support in class. The Lexia programme was utilized to provide extra support, in school and at home, for targeted children. Regular phonics screening practices took place and results were monitored.</p>	<p>Phased phonics sessions took place daily across EYFS and KS1 using the Read, Write, Inc programme, with built in application opportunities. Targets were identified for children based on their Read, Write, Inc group and next steps were clearly identified to allow the children to understand how to succeed in their learning. Extra phonics sessions were delivered by LSAs to smaller groups of vulnerable children and on a 1:1 basis. Regular dialogue took place between the phonics teacher and class teacher regarding progress, identifying specific pupils where necessary. Lexia programme was delivered to PP and SEND children identified as working towards or below the expected standard in reading and phonics twice a week. However, this wasn't always delivered consistently. All children who accessed Lexia made good progress from their starting points and were noted as being more confident with their reading in the classroom. Children were able to access their Lexia accounts at home during school closures. In EYFS, 64% of children were at ARE for phonics, and in Year 1 75% of children were at ARE for phonics at the last assessment in Spring term.</p>	<p>Daily Read Write Inc. phased phonics sessions will take place daily across KS1 and EYFS. Further small group RWI intervention sessions and 1:1 sessions will continue to be delivered to vulnerable pupils by LSA.</p> <p>Lexia will continue to be used for the Autumn term of next year as a valuable resource in school and at home by PP and SEND children identified as not yet working at the expected standard for reading, and progress will be monitored for both half terms. Then children will receive extra Read, Write, Inc booster sessions.</p>	
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**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
<p>Improved oral language skills for pupils eligible for PP in Reception</p>	<p>Targeted support for pupils at risk of not achieving Early Years outcomes for speaking and listening. Individual speech and language programmes were delivered on a one-to-one basis. These ran alongside the narrative approach to reading and writing, using drama conventions.</p>	<p>Weekly speech and language sessions and lego therapy sessions took place for targeted children in EYFS (and KS1 where necessary).</p> <p>All children engaged in the narrative immersion approach to reading and writing, using drama conventions. Children enjoyed this approach and were fully involved and engaged.</p>	<p>Weekly 1:1 speech and language sessions and lego therapy sessions will continue for targeted children in EYFS and KS1 where necessary, to improve speech and vocabulary skills.</p> <p>WELLCOMM assessments and interventions will also take place from September.</p> <p>Children will continue to access the narrative approach to reading and writing using drama conventions.</p>	<p>£17, 161.19</p>

<p>Improved physical skills for pupils eligible for PP in Reception</p>	<p>Targeted physical support for pupils at risk of not achieving Early Years outcomes for physical development. Daily small group sessions focused on gross motor skills which encouraged engagement in activities that supported the development of pre-writing skills.</p>	<p>Daily focus on gross motor skills for all children during busy time where activities were provided to support the development of pre-writing skills.</p> <p>Specific small groups of targeted children received extra physical activity time each morning to focus on gross motor skills. As children improved, they progressed onto fine motor control and pencil control activities alongside dough gym.</p>	<p>Daily gross motor skills focus will continue in EYFS, alongside focus on fine motor skills, dough gym and pencil control when appropriate during busy time.</p>	
<p>Improved social, emotional and mental health for pupils eligible for PP in Reception and KS1</p>	<p>Forest School activities were timetabled to take place in Reception and KS1. Weekly sessions focused on improving self-esteem, confidence, motivation and independence.</p>	<p>KS1 Forest School sessions took place consistently across the year before school closure. Year 1 and Year 2 sessions were rotated on a half termly basis. Children who took part in forest school sessions all showed improvements in their confidence, independence and behaviour in the classroom, as noted in their forest school case studies and confirmed by class teachers.</p> <p>Blackmoor Bears sessions were timetabled to take place in EYFS but were not able to be delivered this year due to timetable and staffing issues. Also due to COVID school closures (as Blackmoor Bears would usually take place during the summer term).</p>	<p>Forest School sessions will continue consistently once a week for KS1 pupils. All PP children in KS1 who are identified as having low confidence, self-esteem, motivation and independence will be given the opportunity to attend, rotating between Year 1 and Year 2 on a half termly basis. Impact of Forest School sessions will be closely monitored each half term with discussions and feedback taking place between class teachers and Forest School Lead. Impact will be recorded on case studies for each child.</p> <p>Blackmoor Bears will not currently be planned for next academic year. This may change if there are changes to staffing timetables etc.</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
Attendance of PP children will improve	Attendance was closely monitored. Rapid response texts and phone calls were made. Parents were made aware of Medication Policy. Outstanding attendance was celebrated and rewarded on an individual and class basis. Reading club for children with attendance below 97%.	<p>Rapid response texts and phone calls were made to parents on the first day of a child's absence. Parents were aware of the medication policy.</p> <p>An attendance trophy was given each week to the class with the highest attendance in each year group. Class with highest attendance weekly would receive a piece of Mr Potato Head. The first class to have a full head would receive a class prize. However due to school closures this was not carried out this year.</p> <p>A celebration assembly for children with 97% attendance or above was given at the end of each half term., where children were given a certificate and a badge. Children who have achieved 100% attendance were still rewarded with a certificate and a gift voucher but we were unable to hold a celebration assembly for parents.</p> <p>PP children with low attendance were targeted with reading for pleasure after school club to encourage children to attend school as well as boosting the profile of reading. Many of the children who attended this club attended regularly and showed a higher enthusiasm for reading and learning. The club also provided a nurturing environment for children to thrive within a small group setting focussed on storytelling, arts and crafts.</p>	<p>Attendance continues to be a target in school.</p> <p>An attendance team within school will continue to monitor attendance and liase with parents when appropriate to offer support.</p> <p>A half termly celebration assembly will continue to take place, where all children with a more achievable goal of over 97% attendance will receive a certificate in recognition. This will help to keep attendance in high profile and to ensure children are invested in their own attendance. This will be done consistently at the end of each half term to keep motivation high.</p> <p>The Mr Potato Head costume and weekly attendance certificates in assembly, as well as posters and displays around school will be used consistently to help to raise the profile of attendance and the importance of high attendance, and ensure the children are involved and excited. Potato heads will now be kept in individual classes to raise their profile further.</p> <p>The school will continue to use trophies each week, given in assembly. Attendance rewards will be carefully reviewed to ensure fairness for all children in the future.</p>	£11, 964.97

<p>PP children will be supported with their learning at home</p>	<p>Learning platforms were provided (Bug Club and Purple Mash). Class teachers monitored their use and provided different levels of challenge. Parents attended workshops in all key stages which enabled them to support their child with their learning.</p>	<p>Bug Club and Purple Mash passwords were sent home for all children and books were set for children on Bug Club. However, monitoring showed not many children were accessing these resources regularly at home and as a school it was decided that we would no longer subscribe to Bug Club going forwards.</p> <p>Parent's attendance to workshops was better than previous year due to the amount of notice given and the timing of the workshops. Feedback from the parents who attended was very positive and the workshops will be continued this academic year. However not all workshops were able to take place due to school closures. These will be rescheduled for next academic year.</p>	<p>Purple Mash passwords will be given to all children, along with a letter to emphasise the importance of accessing this resource at home. Read Write Inc. homework will be provided when appropriate. Parents will also be made aware of this during parents' evenings and in the parent workshops. Children who are unable to access these resources at home will have access during reading time or computing lessons.</p> <p>Due to positive feedback from parents who attended workshops, dates for parent workshops will be organised and set in the diary at the beginning of September and letters to inform parents will be sent well in advance. Workshops will begin slightly later to allow parents to collect children from the juniors and childcare will be provided. Packs for parents are to be sent home for those that are unable to attend. Workshops will have to be carefully considered due to social distancing measures in place within the school.</p>	
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## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
 Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)