

# Pupil Premium Strategy Statement and Impact 2020-2021

*There can never be another you. You are more than special ... you are unique*



*We believe that all disadvantaged pupils should thrive and flourish within our schools. High expectations and high quality teaching and learning opportunities are a right of all our pupils of all abilities, and we can utilise pupil premium funding effectively to ensure our pupils needs are met and they make accelerated progress. We value the importance of understanding the vulnerability amongst some of our pupils, focusing on the development of the whole child when planning both whole school and personalised provision which widens their experiences.*

## 1.0 Strategic Vision- School Ethos and School Approach

Our key ethos and aims include -

- TMA adopts a whole school approach with all being empowered and accountable for our pupil premium pupils.
- There should be no gap in progress or attainment between pupil premium pupils and non-pupil premium pupils.
- Pupil premium funds will be ring fenced to directly benefit and target pupil premium pupils, they will be specifically tailored to meet their individual needs and the provision will include ways which are in addition to and different from other intervention programs as required.

All expenditure is evaluated using key performance indicators, including attendance, attainment, progress and punctuality.

- Pupil premium is a key focus of teaching and learning and plays a crucial part in planning, monitoring and assessment.
- Direct involvement by all stakeholders including our Pupil Premium Governor.
- Governors, especially our Pupil Premium governor, to be fully involved in the monitoring and evaluation of the Pupil Premium interventions, analysis and costings.

At TMA our strategic vision for Pupil Premium pupils is to ensure outstanding provision at two levels, the whole school level and the bespoke, specific interventions for each pupil.

### Whole School Level:

- Our whole school offer is deep rooted in academic research and years of piloting new ideas with our most vulnerable being our benchmark.
- Our School Creed underpins our ethos of care, nurture and respect and addresses and celebrates the differences amongst all members of the TMA community.
- Enrichment is key to our success at TMA. We offer over 500 places each week in extracurricular provision where Pupil Premium pupils are targeted and supported to attend.
- Parental engagement is key to providing a positive and nurturing environment in which our Pupil Premium pupils can achieve their potential.

- Early intervention and targeted learning support are central to our strategy. Closing attainment gaps very early on allows us freedoms to layer pupils with the huge number of experiences as they continue their journey through the school.
- On entry to the school our pupils have specific closing the gap interventions such as intensive phonics, reading recovery, maths led expertise, daily basic skills teaching and technological resources to redefine the learning experience. These are run by highly experienced Year 3 teachers, and supported by members of the Senior Leadership Team.
- Many pupils are taught in smaller groups for core subjects and by specialists in subjects such as, Music and in PE.

Bespoke provision for individual pupils:

- We believe that pupil premium should be used to impact the wider school but it is also pertinent that the pupil premium is specifically tailored to meet the needs of individual pupils, in addition to, and in different ways from our other intervention programmes.
- Our Pupil Support team provides specialisms across the spectrum of need at TMA. As we cannot compartmentalize pupils into specific boxes, we have created a referral system that engages all relevant stakeholders before provisions are introduced. This ensures that no child slips through the net. In addition, through the employment of a speech and language therapist, private educational psychologist, and a trained pupil's wellbeing practitioner we have immediate response times to any concerns.
- No one child is the same and this is reflected in the wide variety of ways pupil premium is utilised. The provision provided encompasses both direct approaches to 'narrowing the gap' and other more creative interventions, which subsequently influence academic achievement and very importantly enhance their social and emotional wellbeing.

*Our plans are adapted throughout the year and reviewed termly in conjunction with the Head of Pupil Support, Heads of Year and members of the Senior Leadership Team. The adaptations to our pupil premium budget allocation are made specifically with the needs of each individual child in mind, therefore our final spend is expected to be slightly higher.*

## 2.0 Contextual Information

<b>School</b>	Two Mile Ash				
<b>Academic Year</b>	2020-21	<b>Total Budget</b>	£ (estimated)	<b>Date</b>	Sept 2020
<b>Number of Pupils on Roll</b>	680	<b>Number of Disadvantaged Pupils</b> =	£108,945	<b>Date of final review</b>	July 2021
<b>Staff Information</b>	<ul style="list-style-type: none"> <li>• The Head of School is Mrs Lucy Eldridge and the link Governor for Pupil Support, which includes Pupil Premium, is Mrs H. Pigeon</li> <li>• The strategic Pupil Premium lead in school is Mrs C. Glackin, who is Head of Pupil Support; however, day to day contact can also be made through the class teachers and Head of Year for your child.</li> </ul>				
<b>Setting Information</b>	<ul style="list-style-type: none"> <li>• Two Mile Ash School has 675 pupils on roll and is considered to be a far bigger than average-sized junior school.</li> <li>• The school is currently oversubscribed and has received 163 (out of 170) first choice preferences and 7 out of second choice preferences for the academic year 2020-2021.</li> <li>• The percentage of pupils known to be eligible for Pupil Premium funding is 8.6% (56). 0.1% (1) are Looked After Pupils, 0.14% (1) have a parent in the Armed Forces and 0.4% (5) are adopted – however these percentages are liable to fluctuate throughout the year due to changes in cohort demographics.</li> <li>• The number of pupils entitled to Free School meals is 57 (8.4%).</li> <li>• The number of pupils on the EAL register is 313 (46.3%) (Of which 16 (5.1%) are also on the Pupil Premium Register).</li> <li>• We have no waiting list for Year 3 placements.</li> <li>• We have smaller waiting lists for Years 4,5 and 6, due to the expansion of new primary settings within catchment areas.</li> <li>• The attendance of pupils on the Pupil Premium Register has been broadly in line with non-Pupil Premium pupils for a number of years. This could be argued to be as a direct result of pertinent and timely intervention from</li> </ul>				

the Pupil Support team to ensure those Pupil Premium Pupils and their families who are assessed as to be 'at risk' from falling attendance percentages are supported in maintaining a good level of school.

- Pupil premium funding is used well to support in closing the gaps in attainment and progress between disadvantaged pupils and others in the school. In the 2015/16 Pupil Premium Awards, TMA was selected as one of the highest-achieving schools in the country for the attainment and progress made consistently since 2011 by our disadvantaged pupils.
- *These percentages were correct at the time of publication – July 2021.*

### 3.0 Current attainment and progress (July 2020)

#### Year 6 (July 2021) Key Stage 2 Assessment Data:

##### Pupil Premium - Percentage of Pupils Exceeding the Expected Standard

	2017			2018			2019			2021
	TMA PP	TMA All Pupils	Nat All Pupils	TMA PP	TMA All Pupils	Nat All Pupils	TMA PP	TMA All Pupils	Nat All Pupils	TMA PP
Reading	64	78	71	82	86	75	79	83	73	22.22
Writing	86	91	76	85	90	78	82	90	78	3.70
Maths	79	85	75	68	86	76	85	93	79	29.63
SPAG	75	83	77	82	85	78	88	93	78	
Combined	51	72	61	61	77	64	71	80	65	

We do not have any national assessment data for 2021 publication, however will reflect back across previous data published at the end of 21/22 academic year to ascertain a trajectory

**Year 6 (July 2021) Teacher Assessment Data:**

Reading Attainment Breakdown

	Cohort	Boys	Girls	Disadvantaged	All SEN	EAL	Summer Born	FSM
<b>Total Matched Pupils</b>	<b>170</b>	<b>82</b>	<b>88</b>	<b>27</b>	<b>29</b>	<b>78</b>	<b>72</b>	<b>16</b>
<b>Below A1</b>	<b>16 (9.4%)</b>	<b>10 (12.2%)</b>	<b>6 (6.8%)</b>	<b>7 (25.9%)</b>	<b>14 (48.3%)</b>	<b>3 (3.8%)</b>	<b>10 (13.9%)</b>	<b>5 (31.3%)</b>
<b>At and Above A1</b>	<b>154 (90.6%)</b>	<b>72 (87.8%)</b>	<b>82 (93.2%)</b>	<b>20 (74.1%)</b>	<b>15 (51.7%)</b>	<b>75 (96.2%)</b>	<b>62 (86.1%)</b>	<b>11 (68.8%)</b>
<b>Above A2</b>	<b>64 (37.6%)</b>	<b>26 (31.7%)</b>	<b>38 (43.2%)</b>	<b>7 (25.9%)</b>	<b>1 (3.4%)</b>	<b>32 (41.0%)</b>	<b>29 (40.3%)</b>	<b>4 (25.0%)</b>

Writing Attainment Breakdown

	Cohort	Boys	Girls	Disadvantaged	All SEN	EAL	Summer Born	FSM
<b>Total Matched Pupils</b>	<b>170</b>	<b>82</b>	<b>88</b>	<b>27</b>	<b>29</b>	<b>78</b>	<b>72</b>	<b>16</b>
<b>Below A1</b>	<b>14 (8.2%)</b>	<b>10 (12.2%)</b>	<b>4 (4.5%)</b>	<b>7 (25.9%)</b>	<b>13 (44.8%)</b>	<b>3 (3.8%)</b>	<b>10 (13.9%)</b>	<b>5 (31.3%)</b>
<b>At and Above A1</b>	<b>156 (91.8%)</b>	<b>72 (87.8%)</b>	<b>84 (95.5%)</b>	<b>20 (74.1%)</b>	<b>16 (55.2%)</b>	<b>75 (96.2%)</b>	<b>62 (86.1%)</b>	<b>11 (68.8%)</b>
<b>Above A2</b>	<b>37 (21.8%)</b>	<b>11 (13.4%)</b>	<b>26 (29.5%)</b>	<b>1 (3.7%)</b>	<b>0 (0.0%)</b>	<b>19 (24.4%)</b>	<b>14 (19.4%)</b>	<b>1 (6.3%)</b>

Mathematics Attainment Breakdown

	Cohort	Boys	Girls	Disadvantaged	All SEN	EAL	Summer Born	FSM
<b>Total Matched Pupils</b>	<b>170</b>	<b>82</b>	<b>88</b>	<b>27</b>	<b>29</b>	<b>78</b>	<b>72</b>	<b>16</b>
<b>Below A1</b>	<b>14 (8.2%)</b>	<b>8 (9.8%)</b>	<b>6 (6.8%)</b>	<b>6 (22.2%)</b>	<b>13 (44.8%)</b>	<b>3 (3.8%)</b>	<b>9 (12.5%)</b>	<b>4 (25.0%)</b>
<b>At and Above A1</b>	<b>156 (91.8%)</b>	<b>74 (90.2%)</b>	<b>82 (93.2%)</b>	<b>21 (77.8%)</b>	<b>16 (55.2%)</b>	<b>75 (96.2%)</b>	<b>63 (87.5%)</b>	<b>12 (75.0%)</b>
<b>Above A2</b>	<b>65 (38.2%)</b>	<b>36 (43.9%)</b>	<b>29 (33.0%)</b>	<b>8 (29.6%)</b>	<b>0 (0.0%)</b>	<b>36 (46.2%)</b>	<b>21 (29.2%)</b>	<b>3 (18.8%)</b>

**Pupil Premium comparison for diminishing the difference – At or above Age Related Expectations –**

**End of Year 6 target assessment:**

Autumn End of Term Y6	A1 - A2	70.37% (19/27)	11.9%	82.25% (139/169)	70.37% (19/27)	14.8%	85.21% (144/169)	66.67% (18/27)	19.7%	86.39% (146/169)	62.96% (17/27)	15.7%	78.70% (133/169)
Spring End of Term Y6	A1 - A2	74.07% (20/27)	14.7%	88.76% (150/169)	74.07% (20/27)	14.2%	88.24% (150/170)	70.37% (19/27)	19.0%	89.41% (152/170)	66.67% (18/27)	18.5%	85.21% (144/169)
Summer End of Term Y6	A1 - A2	74.07% (20/27)	16.5%	90.59% (154/170)	74.07% (20/27)	17.7%	91.76% (156/170)	77.78% (21/27)	14.0%	91.76% (156/170)	74.07% (20/27)	15.3%	89.41% (152/170)

**Year 5 (July 2021) Teacher Assessment Data:**

Reading Attainment Breakdown

	Cohort	Boys	Girls	Disadvantaged	All SEN	EAL	Summer Born	FSM
<b>Total Matched Pupils</b>	<b>128</b>	<b>63</b>	<b>65</b>	<b>14</b>	<b>20</b>	<b>59</b>	<b>56</b>	<b>12</b>
<b>Below A1</b>	<b>18 (14.1%)</b>	<b>14 (22.2%)</b>	<b>4 (6.2%)</b>	<b>4 (28.6%)</b>	<b>14 (70.0%)</b>	<b>5 (8.5%)</b>	<b>11 (19.6%)</b>	<b>4 (33.3%)</b>
<b>At and Above A1</b>	<b>110 (85.9%)</b>	<b>49 (77.8%)</b>	<b>61 (93.8%)</b>	<b>10 (71.4%)</b>	<b>6 (30.0%)</b>	<b>54 (91.5%)</b>	<b>45 (80.4%)</b>	<b>8 (66.7%)</b>
<b>Above A2</b>	<b>38 (29.7%)</b>	<b>10 (15.9%)</b>	<b>28 (43.1%)</b>	<b>3 (21.4%)</b>	<b>0 (0.0%)</b>	<b>24 (40.7%)</b>	<b>11 (19.6%)</b>	<b>3 (25.0%)</b>

Writing Attainment Breakdown

	Cohort	Boys	Girls	Disadvantaged	All SEN	EAL	Summer Born	FSM
<b>Total Matched Pupils</b>	<b>127</b>	<b>62</b>	<b>65</b>	<b>13</b>	<b>19</b>	<b>59</b>	<b>55</b>	<b>11</b>
<b>Below A1</b>	<b>22 (17.3%)</b>	<b>17 (27.4%)</b>	<b>5 (7.7%)</b>	<b>4 (30.8%)</b>	<b>15 (78.9%)</b>	<b>8 (13.6%)</b>	<b>11 (20.0%)</b>	<b>4 (36.4%)</b>
<b>At and Above A1</b>	<b>105 (82.7%)</b>	<b>45 (72.6%)</b>	<b>60 (92.3%)</b>	<b>9 (69.2%)</b>	<b>4 (21.1%)</b>	<b>51 (86.4%)</b>	<b>44 (80.0%)</b>	<b>7 (63.6%)</b>
<b>Above A2</b>	<b>21 (16.5%)</b>	<b>3 (4.8%)</b>	<b>18 (27.7%)</b>	<b>3 (23.1%)</b>	<b>0 (0.0%)</b>	<b>9 (15.3%)</b>	<b>6 (10.9%)</b>	<b>3 (27.3%)</b>

Mathematics Attainment Breakdown

	Cohort	Boys	Girls	Disadvantaged	All SEN	EAL	Summer Born	FSM
<b>Total Matched Pupils</b>	<b>113</b>	<b>57</b>	<b>56</b>	<b>14</b>	<b>18</b>	<b>50</b>	<b>45</b>	<b>12</b>
<b>Below A1</b>	<b>23 (20.4%)</b>	<b>15 (26.3%)</b>	<b>8 (14.3%)</b>	<b>5 (35.7%)</b>	<b>13 (72.2%)</b>	<b>5 (10.0%)</b>	<b>12 (26.7%)</b>	<b>5 (41.7%)</b>
<b>At and Above A1</b>	<b>90 (79.6%)</b>	<b>42 (73.7%)</b>	<b>48 (85.7%)</b>	<b>9 (64.3%)</b>	<b>5 (27.8%)</b>	<b>45 (90.0%)</b>	<b>33 (73.3%)</b>	<b>7 (58.3%)</b>
<b>Above A2</b>	<b>34 (30.1%)</b>	<b>16 (28.1%)</b>	<b>18 (32.1%)</b>	<b>2 (14.3%)</b>	<b>0 (0.0%)</b>	<b>24 (48.0%)</b>	<b>12 (26.7%)</b>	<b>2 (16.7%)</b>



**Year 4 (July 2021) Teacher Assessment Data:**

Reading Attainment Breakdown

	Cohort	Boys	Girls	Disadvantaged	All SEN	EAL	Summer Born	FSM
<b>Total Matched Pupils</b>	<b>161</b>	<b>92</b>	<b>69</b>	<b>19</b>	<b>19</b>	<b>69</b>	<b>68</b>	<b>17</b>
<b>Below A1</b>	<b>25 (15.5%)</b>	<b>13 (14.1%)</b>	<b>12 (17.4%)</b>	<b>6 (31.6%)</b>	<b>12 (63.2%)</b>	<b>10 (14.5%)</b>	<b>14 (20.6%)</b>	<b>6 (35.3%)</b>
<b>At and Above A1</b>	<b>136 (84.5%)</b>	<b>79 (85.9%)</b>	<b>57 (82.6%)</b>	<b>13 (68.4%)</b>	<b>7 (36.8%)</b>	<b>59 (85.5%)</b>	<b>54 (79.4%)</b>	<b>11 (64.7%)</b>
<b>Above A2</b>	<b>50 (31.1%)</b>	<b>28 (30.4%)</b>	<b>22 (31.9%)</b>	<b>3 (15.8%)</b>	<b>1 (5.3%)</b>	<b>19 (27.5%)</b>	<b>13 (19.1%)</b>	<b>2 (11.8%)</b>

Writing Attainment Breakdown

	Cohort	Boys	Girls	Disadvantaged	All SEN	EAL	Summer Born	FSM
<b>Total Matched Pupils</b>	<b>162</b>	<b>93</b>	<b>69</b>	<b>19</b>	<b>19</b>	<b>70</b>	<b>68</b>	<b>17</b>
<b>Below A1</b>	<b>27 (16.7%)</b>	<b>13 (14.0%)</b>	<b>14 (20.3%)</b>	<b>4 (21.1%)</b>	<b>10 (52.6%)</b>	<b>11 (15.7%)</b>	<b>15 (22.1%)</b>	<b>4 (23.5%)</b>
<b>At and Above A1</b>	<b>135 (83.3%)</b>	<b>80 (86.0%)</b>	<b>55 (79.7%)</b>	<b>15 (78.9%)</b>	<b>9 (47.4%)</b>	<b>59 (84.3%)</b>	<b>53 (77.9%)</b>	<b>13 (76.5%)</b>
<b>Above A2</b>	<b>36 (22.2%)</b>	<b>20 (21.5%)</b>	<b>16 (23.2%)</b>	<b>2 (10.5%)</b>	<b>0 (0.0%)</b>	<b>15 (21.4%)</b>	<b>8 (11.8%)</b>	<b>1 (5.9%)</b>

Mathematics Attainment Breakdown

	Cohort	Boys	Girls	Disadvantaged	All SEN	EAL	Summer Born	FSM
<b>Total Matched Pupils</b>	<b>156</b>	<b>90</b>	<b>66</b>	<b>18</b>	<b>14</b>	<b>69</b>	<b>63</b>	<b>16</b>
<b>Below A1</b>	<b>11 (7.1%)</b>	<b>3 (3.3%)</b>	<b>8 (12.1%)</b>	<b>3 (16.7%)</b>	<b>4 (28.6%)</b>	<b>5 (7.2%)</b>	<b>6 (9.5%)</b>	<b>3 (18.8%)</b>
<b>At and Above A1</b>	<b>145 (92.9%)</b>	<b>87 (96.7%)</b>	<b>58 (87.9%)</b>	<b>15 (83.3%)</b>	<b>10 (71.4%)</b>	<b>64 (92.8%)</b>	<b>57 (90.5%)</b>	<b>13 (81.3%)</b>
<b>Above A2</b>	<b>47 (30.1%)</b>	<b>31 (34.4%)</b>	<b>16 (24.2%)</b>	<b>4 (22.2%)</b>	<b>0 (0.0%)</b>	<b>23 (33.3%)</b>	<b>10 (15.9%)</b>	<b>3 (18.8%)</b>

**Year 3 (July 2021) Teacher Assessment Data:**

Reading Attainment Breakdown

	Cohort	Boys	Girls	Disadvantaged	All SEN	EAL	Summer Born	FSM
<b>Total Matched Pupils</b>	<b>164</b>	<b>91</b>	<b>73</b>	<b>19</b>	<b>34</b>	<b>92</b>	<b>66</b>	<b>19</b>
<b>Below A1</b>	<b>44 (26.8%)</b>	<b>26 (28.6%)</b>	<b>18 (24.7%)</b>	<b>7 (36.8%)</b>	<b>25 (73.5%)</b>	<b>19 (20.7%)</b>	<b>21 (31.8%)</b>	<b>7 (36.8%)</b>
<b>At and Above A1</b>	<b>120 (73.2%)</b>	<b>65 (71.4%)</b>	<b>55 (75.3%)</b>	<b>12 (63.2%)</b>	<b>9 (26.5%)</b>	<b>73 (79.3%)</b>	<b>45 (68.2%)</b>	<b>12 (63.2%)</b>
<b>Above A2</b>	<b>22 (13.4%)</b>	<b>13 (14.3%)</b>	<b>9 (12.3%)</b>	<b>0 (0.0%)</b>	<b>0 (0.0%)</b>	<b>13 (14.1%)</b>	<b>5 (7.6%)</b>	<b>0 (0.0%)</b>

Writing Attainment Breakdown

	Cohort	Boys	Girls	Disadvantaged	All SEN	EAL	Summer Born	FSM
<b>Total Matched Pupils</b>	<b>164</b>	<b>91</b>	<b>73</b>	<b>19</b>	<b>34</b>	<b>92</b>	<b>66</b>	<b>19</b>
<b>Below A1</b>	<b>47 (28.7%)</b>	<b>29 (31.9%)</b>	<b>18 (24.7%)</b>	<b>9 (47.4%)</b>	<b>24 (70.6%)</b>	<b>22 (23.9%)</b>	<b>22 (33.3%)</b>	<b>9 (47.4%)</b>
<b>At and Above A1</b>	<b>117 (71.3%)</b>	<b>62 (68.1%)</b>	<b>55 (75.3%)</b>	<b>10 (52.6%)</b>	<b>10 (29.4%)</b>	<b>70 (76.1%)</b>	<b>44 (66.7%)</b>	<b>10 (52.6%)</b>
<b>Above A2</b>	<b>12 (7.3%)</b>	<b>6 (6.6%)</b>	<b>6 (8.2%)</b>	<b>0 (0.0%)</b>	<b>0 (0.0%)</b>	<b>9 (9.8%)</b>	<b>1 (1.5%)</b>	<b>0 (0.0%)</b>

Mathematics Attainment Breakdown

	Cohort	Boys	Girls	Disadvantaged	All SEN	EAL	Summer Born	FSM
<b>Total Matched Pupils</b>	<b>164</b>	<b>91</b>	<b>73</b>	<b>19</b>	<b>34</b>	<b>92</b>	<b>66</b>	<b>19</b>
<b>Below A1</b>	<b>42 (25.6%)</b>	<b>23 (25.3%)</b>	<b>19 (26.0%)</b>	<b>6 (31.6%)</b>	<b>23 (67.6%)</b>	<b>17 (18.5%)</b>	<b>21 (31.8%)</b>	<b>6 (31.6%)</b>
<b>At and Above A1</b>	<b>122 (74.4%)</b>	<b>68 (74.7%)</b>	<b>54 (74.0%)</b>	<b>13 (68.4%)</b>	<b>11 (32.4%)</b>	<b>75 (81.5%)</b>	<b>45 (68.2%)</b>	<b>13 (68.4%)</b>
<b>Above A2</b>	<b>38 (23.2%)</b>	<b>24 (26.4%)</b>	<b>14 (19.2%)</b>	<b>0 (0.0%)</b>	<b>0 (0.0%)</b>	<b>24 (26.1%)</b>	<b>7 (10.6%)</b>	<b>0 (0.0%)</b>

#### 4.0 Barriers to future attainment (Internal and External)

Barrier to attainment	Desired Outcome	Success Criteria
<ul style="list-style-type: none"> <li>Engagement of Parents</li> </ul>	<p>The parents of all disadvantaged pupils will engage in their children's learning and school community the same way that we expect parents of non-disadvantaged children too.</p> <p>The majority of disadvantaged children's parents will attend parents evening and take an active interest in home learning.</p>	<p>An aspirational target of 90% of disadvantaged families attending Parents Evenings and other parental information events.</p> <p><i>Regular 'open door', high quality discourse between teachers, support staff and parents of disadvantaged children to be monitored by Year Group Managers.</i></p> <p>An aspirational target of 90% of disadvantaged families assuming an active role in any SEND discussions and documentation.</p> <p>Regular contact with those families deemed 'hard to reach' shall be maintained through members of the Pupil Support team, YGM's, Class Teachers or members of the SLT, dependent upon need.</p>
<ul style="list-style-type: none"> <li>Language difficulties on entry</li> </ul>	<p>Disadvantaged pupils will have improved language skills through bespoke, targeted interventions.</p> <p>There should be no difference between the language skills displayed by disadvantaged or non-disadvantaged children upon completion of KS2.</p>	<p>An aspirational target of 100% of disadvantaged children meeting or making progress toward meeting any Speech, Language and communication targets set via SEND documentation or by TMA SALT, Miss Laura Black.</p> <p>All disadvantaged children to have access to Pupil Support based assessments upon any underlying Speech and Language needs upon entry. LASS and FACT Assessments are to be conducted on</p>

		<p>ALL underperforming disadvantaged children to highlight any specific area for further intervention.</p> <p>100% of the bespoke, targeted interventions to be delivered by the schools SALT or by a member of staff with specific training in SALT interventions, such as through ELKLAN.</p>
<ul style="list-style-type: none"> <li>Lower academic achievement on entry</li> </ul>	<p>Disadvantaged pupils will make accelerated progress to diminish the difference with their peers.</p> <p>Disadvantaged pupils will achieve in line with their non-disadvantaged peers in writing, reading and maths.</p>	<p>An aspirational target of 95% of disadvantaged pupils will make accelerated progress from their bespoke base line assessments in comparison with their non-disadvantaged peers.</p> <p>Where accelerated progress is not evident, all resources available to Year Group Managers, including ringfenced additional funding, Pupil Support Team interventions and bespoke 1:1 support shall be made available through the internal panel referral system.</p>
<ul style="list-style-type: none"> <li>Undiagnosed special educational needs upon entry</li> </ul>	<p>The higher percentage of disadvantaged children entering the school with an undiagnosed SEND need will be assessed and if necessary diagnosed, within their first academic year at TMA</p> <p>Any undiagnosed special educational need can then be targeted through differing levels of provision within the school – or external specialist support can be sought to best meet the learning needs of all disadvantaged children with SEND at an earlier stage of their TMA journey.</p>	<p>An aspirational target of 100% of disadvantaged Y3 children with an undiagnosed SEND need being assessed using in house assessment tools (such as LASS/SNAP/Boxall/Flourish)</p> <p>All subsequent recommendations from either the Pupil Support team or external specialists, such as our Educational Psychologist shall be enacted through quality first teaching, as well as bespoke individual or group interventions.</p>

<ul style="list-style-type: none"> <li>• Low Resilience on entry</li> </ul>	<p>Disadvantaged pupil's wellbeing is promoted to ensure that they develop into confident individuals, independent learners and responsible citizens.</p> <p>Disadvantaged pupils display the same level of resilience regarding attitude to learning as their peers.</p> <p>Closer links fostered between TMA and our two main feeder schools of Ashbrook and Holmwood in order to provide support regarding resilience and mental health prior to transition.</p> <p>Greater emphasis upon 'Growth Mindset Theory' across the school, at all levels; coupled with Quality First Teaching strategies supporting mental health and wellbeing within the classroom.</p>	<p>Diminished 'on entry' occurrences of disadvantaged children accessing the TMA Children's Wellbeing Officer over a period of two academic years.</p> <p>Children in Lower School able to confidently use the strategies taught to build resilience to barriers in their own learning independently to a greater degree.</p> <p>The confidence of disadvantaged children is improved regarding their own sense of 'self-worth'. Flourish assessments can be used to provide baseline assessments of these wellbeing areas.</p>
<ul style="list-style-type: none"> <li>• Improving Reading attainment in line with non-disadvantaged children</li> </ul>	<p>As a whole school, reading has been set as a priority area – based on a continued trend within KS2 SATs results.</p> <p>Greater emphasis and opportunities for reading across the school within all core and non-core subjects at all levels; coupled with targeted mechanical and comprehension reading interventions have been planned across all year groups.</p> <p>Alongside this the English faculty have brought in the 10 minutes of reading as a whole class each day, this will allow children to be exposed to</p>	<p>An aspirational target of 95% of disadvantaged pupils will make accelerated progress from their bespoke base line assessments in comparison with their non-disadvantaged peers.</p> <p>Where accelerated progress is not evident, all resources available to Year Group Managers, including ring-fenced additional funding, Pupil Support Team interventions and bespoke 1:1 support shall be made available through the internal panel referral system.</p>

	genres and levels of text that they may not be at a point of accessing yet – potentially enriching their understanding and enhancing vocabulary.	
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<b>Planned expenditure for 2020-21</b>				
<b>Academic year</b>		<b>September 2020-21</b>		
<b>i. Quality of teaching for all</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>Accelerated Progress</b>  <b>Identification of SEND</b>  <b>Increased reading opportunities</b>	<b>Extra Year 6 Class</b>	This is a continued expenditure from the last academic year 2019-20, the smaller class size allows for smaller teacher/student ratio allowing increased ability to target intervention and smaller set sizes. The smaller class size allows relationship building to deepen due to increased teacher/pupil time. The impact from this has been well evidenced from in excess of two years' successful progress and attainment data.	This is a planned expenditure that will continue on from previous years and is well implemented	<b>YGM</b> <b>SLT</b> <b>Class teachers</b>
<b>Gaps in knowledge and targeted needs identified quickly</b>	<b>Priority Hot marking in class</b>	When needs and misconceptions are identified quickly, it enables the teacher to target interventions accordingly. This will allow children to keep up with the class, build confidence and resilience and impact progress	Moderation of class books to monitor how feedback is being given and responded to. Intervention logs and pupil progress reviews	<b>YGM</b> <b>SLT</b> <b>CLASSTEACHERS</b> <b>Head of Pupil support</b>

<p><b>Low resilience and Language barriers</b></p>	<p><b>Classroom positioning and targeted questioning</b></p>	<p>Through classroom positioning you can impact a child's ability to focus; become distracted, to use non-verbal communication; hear clearly; limit obstructions in eye line – all of these things can effect a child's ability to take in, understand and manipulate what is being taught. Seating a child with supportive learning partners, to increase independence and boost self-esteem.</p> <p>Planning key questions to extend, challenge and consolidate a child's learning can be an excellent assessment tool, can be an important confidence builder and builds language skills – this can be further supported by sentence stems to aid those with language barriers and answer rehearsal.</p>	<p><b>Moderation of planning and lesson observations with clear focus.</b></p> <p>Teacher awareness on planning and through SALT interaction and guidance</p>	<p><b>YGM SLT CLASSTEACHERS Head of Pupil support</b></p>
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<p><b>Enhanced professional skill set</b></p>	<p><b>MKTSA CPD Packages</b></p>	<p><b>In enhancing professional skill set teachers will be confident in meeting the needs within their classrooms.</b></p>	<p><b>When CPD attended this is disseminated through the school by those attended to share skills learnt.</b></p> <p><b>Skills acquired are evident in classroom, planning, interventions, book scrutiny</b></p>	<p><b>Class teachers YGM SLT Specialist teachers Subject Leads</b></p>
<p><b>Reading – enhancing progress in reading</b></p>	<p><b>Teaching and Learning focus- vocabulary</b></p>	<p><b>As part of our reading focus, building vocabulary is key to enhancing comprehension.</b></p> <p><b>We have noticed through our question analysis of past SATs and assessment papers that being able to establish a change in meaning through knowledge of vocabulary is a pivotal part of reading comprehension. Children are being asked to not only understand meaning but also why a particular word has been chosen and what its impact has been on mood and atmosphere.</b></p>	<p><b>Word of the day 10 minute reading as a class (minimum)</b></p> <p><b>Evidence of vocabulary building in red Magpie books</b></p> <p><b>Evidence of use of new vocabulary in writing.</b></p> <p><b>Planned exploration of topic words</b></p> <p><b>Moderation and scrutiny of books and planning</b></p>	<p><b>Class teachers YGM Subject leads Head of Pupil Support</b></p>
<p><b>Total budgeted cost: £38,044</b></p>				



<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>
<p><b>Accelerated progress, targeted support within core subjects.</b></p> <p><b>Identification of SEND through stringent monitoring of age-related-expectations and individual trajectories.</b></p>	<b>Haven</b>	<p><b>For children with attainment significantly below Age-related-expectations the Haven provides a graduated learning environments, with supported Literacy and Maths at a ratio of 1:4. This environment allows children time to embed core skills and begin to develop successful learning behaviours and techniques.</b></p> <p><b>Last academic year we saw 5 year 6 students, 3 Year 5 students and 2 Year 4 students transition back into whole class learning after receiving 3 waves of intensive learning support from the specialist teacher in the Haven.</b></p>	<p><b>Continual review of progress against smaller increments within Milestones.</b></p> <p><b>Moderation of impact and evidence of differentiation.</b></p> <p><b>Moderation of planning to ensure that age-related-expectations are being covered to allow for consistent and appropriate coverage of curriculum.</b></p>	<p><b>Head of Pupil Support</b></p> <p><b>Specialist Teacher</b></p> <p><b>Class teachers</b></p> <p><b>SLT</b></p> <p><b>YGM</b></p>
<p><b>Accelerated progress, targeted support within core subjects.</b></p> <p><b>Identification of SEND through stringent monitoring of age-related-expectations and individual trajectories.</b></p>	<b>Lower Sets (Core Support Groups) in Year 3, 4 , 5, 6 (SLT led)</b>	<p><b>Identification of key groups of children that require a smaller and graduated learning environment to increase confidence, bridge gaps in basic skills to allow progression.</b></p> <p><b>Smaller sets led by experienced members of the Senior Leadership Team with a good understanding of sequence of learning and skills progression.</b></p>	<p><b>Continual review of progress against smaller increments within Milestones.</b></p> <p><b>Moderation of impact and evidence of differentiation.</b></p> <p><b>Moderation of planning to ensure that age-related-expectations are being covered to allow for consistent and appropriate</b></p>	<p><b>Head of Pupil Support</b></p> <p><b>Specialist Teacher</b></p> <p><b>Class teachers</b></p> <p><b>SLT</b></p> <p><b>YGM</b></p>

<p><b>Gaps in knowledge and targeted needs identified quickly</b></p>	<p><b>Teacher Interventions during Value Assembly</b></p>	<p><b>When needs and misconceptions are identified quickly, it enables the teacher to target interventions accordingly. This will allow children to keep up with the class, build confidence and resilience and impact progress</b></p>	<p><b>Moderation of class books to monitor how feedback is being given and responded to. Intervention logs and pupil progress reviews</b></p>	<p><b>YGM SLT CLASSTEACHERS Head of Pupil support</b></p>
<p><b>Gaps in knowledge and targeted needs identified quickly</b></p> <p><b>Accelerated progress, targeted support within core subjects.</b></p>	<p><b>Year 6 Tuition (afterschool)</b></p>	<p><b>Priority places for afterschool tuition will be given to Pupil Premium children, to help target identified needs, build confidence in tackling reasoning questions and bridge gaps in learning.</b></p> <p><b>These groups have had previously evidenced positive impact and are a continuation of previous targeted support.</b></p>	<p><b>Using current Pupil Premium register to ensure correct targeting of children, to use assessment data and class mark books to ascertain those with need to attend, phone calls to parents to make aware and chase permission slips.</b></p>	<p><b>Class teachers YGM Subject leads Head of Pupil Support</b></p>
<p><b>Accelerated progress, targeted support within core subjects.</b></p> <p><b>Identification of SEND through stringent monitoring of age-related-expectations and individual trajectories.</b></p> <p><b>Language barriers</b></p>	<p><b>Speech and Language Therapist</b></p>	<p>Where appropriate, priority placement of Pupil Premium children on Speech and Language interventions are allocated.</p> <p>This ensures that the correct supports and targets are set for identified needs and adaptations are made within the classroom to boost confidence and accessibility to learning.</p> <p>Language barriers can include phonic awareness – pivotal in bridging gaps to support reading and spelling progression.</p>	<p><b>Moderation of progression through assess, impact, review process.</b></p> <p><b>Assessing children against individual targets</b></p> <p><b>Moderating planning and books to ensure SALT strategies are in place to support learning</b></p> <p><b>Lesson observations – with SALT focus</b></p>	<p><b>Speech and language Therapist Head of Pupil Support Class teacher YGM</b></p>

<p><b>Low resilience</b></p>	<p><b>Well-Being Coach</b></p>	<p>Where appropriate, priority placement of Pupil Premium children on well-being interventions are allocated.</p> <p>This ensures that the correct supports and targets are set for identified needs and adaptations are made within the classroom to boost confidence and accessibility to learning.</p>	<p>Moderation of progression through intent, impact, review process. Assessing children against individual targets</p> <p>Moderating planning and books to ensure strategies are in place to support learning</p> <p>Lesson observations</p>	<p>Wellbeing coach Class teacher Head of Pupil Support YGM</p>
<p><b>Accelerated progress, targeted support within core subjects.</b></p> <p><b>Identification of SEND through stringent monitoring of age-related-expectations and individual trajectories.</b></p> <p><b>Gaps in knowledge and targeted needs identified quickly</b></p>	<p><b>Support Staff interventions</b></p>	<p>Where appropriate, priority placement of Pupil Premium children on well-being interventions are allocated.</p> <p>This ensures that the correct supports and targets are set for identified needs and adaptations are made within the classroom to boost confidence and accessibility to learning.</p>	<p>Moderation of progression through intent, impact, review process. Assessing children against individual targets</p> <p>Moderating planning and books to ensure strategies are in place to support learning</p>	<p>Class teacher Head of Pupil Support YGM</p>

<p>Enhancing resilience Life skills and enrichment activities to boost understanding of world and community – sense of belonging and self-worth</p>	<p>Whole school Media and creative opportunities</p>	<p>Where appropriate, priority placement of Pupil Premium children for whole school media and creative opportunities will be provided.</p> <p>Exposure to subjects, opportunities that they may not ordinarily have with the intention of increasing confidence, reduce anxieties about new situations, enrich understanding of the world to impact on reading and writing content and ability to relate to curriculum content and topics. Diminishing some of the difference and working towards levelling the field.</p>	<p>Moderation of progression through intent, impact, review process. Assessing children against individual targets</p> <p>Using current Pupil Premium register to ensure correct targeting of children, to use assessment data and class mark books to ascertain those with need to attend, phone calls to parents to make aware and chase permission slips.</p>	<p>The Box YGM SLT Head of Pupil Support Class teachers</p>
<p>Parental engagement</p>	<p>Targeting parents for parents evening and workshops</p>	<p>In previous years we have seen an increase in Pupil Premium parents attending parents and evenings and workshops when a personal call is put through from a member of the Pupil Support team, explaining the event and helping parents to book on. By alleviating the pressure of needing to access the internet, processes involved in signing up and taking away the unknown of what it entailed.</p>	<p>Using current Pupil Premium register to ensure correct targeting of children, to use assessment data and class mark books to ascertain those with need to attend, phone calls to parents to make aware and chase permission slips.</p>	<p>Head of Pupil support Pupil support team YGM Class teachers</p>

<p><b>Enhancing resilience</b> Life skills and enrichment activities to boost understanding of world and community – sense of belonging and self-worth</p>	<p><b>Life experience Opportunities</b> (centre MK, Service talks, tours around school)</p>	<p>Where appropriate, priority placement of Pupil Premium children for whole school media and creative opportunities will be provided.</p> <p>Exposure to subjects, opportunities that they may not ordinarily have with the intention of increasing confidence, reduce anxieties about new situations, enrich understanding of the world to impact on reading and writing content and ability to relate to curriculum content and topics. Diminishing some of the difference and working towards levelling the field.</p>	<p><b>Moderation of progression</b> through intent, impact, review process. Assessing children against individual targets</p> <p>Using current Pupil Premium register to ensure correct targeting of children, to use assessment data and class mark books to ascertain those with need to attend, phone calls to parents to make aware and chase permission slips.</p>	<p><b>The Box</b> YGM SLT Head of Pupil Support Class teachers</p>
<p><b>Total budgeted cost: £60,443</b></p>				

<b>iii. Other approaches</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>
<p><b>Accelerated progress, targeted support within core subjects.</b></p> <p><b>Identification of SEND through stringent monitoring of age-related-expectations and individual trajectories.</b></p> <p><b>Gaps in knowledge and targeted needs identified quickly</b></p>	<p><b>Hive computer suite</b></p>	<p><b>Where appropriate, priority placement of Pupil Premium children on Nesy, Bug Club, Touch typing interventions are allocated.</b></p> <p><b>This ensures that the correct supports and targets are set for identified needs and adaptations are made within the classroom to boost confidence and accessibility to learning.</b></p>	<p><b>Moderation of progression through assess, impact, review process.</b></p> <p><b>Assessing children against individual targets</b></p> <p><b>Moderating planning and books to ensure programme strategies are in place to support learning</b></p> <p><b>Lesson observations – with intervention target focus</b></p>	<p><b>Pupil support department</b></p> <p><b>YGM</b></p> <p><b>SLT</b></p> <p><b>Class teacher</b></p>
<p><b>When gaps in knowledge and targeted needs have been identified, flexible and dynamic resource allocation to allow for quick and fluid support for children during changing social contexts.</b></p> <p><b>Accelerated progress</b></p>	<p><b>Bespoke Children Support</b></p>	<p><b>When a child has been assessed for learning need, the ability to provide alternative forms of provision for example short intervention burst of outdoor and indoor learning, resources packs to support independence at home, language development in the form of immersive language intervention.</b></p> <p><b>The pandemic has highlighted a need for us to form a dynamic and out of the box thinking when it comes to</b></p>	<p><b>Moderation of progression through assess, impact, review process.</b></p> <p><b>Assessing children against individual targets</b></p> <p><b>Pupil Voice</b></p> <p><b>Moderating planning and books to ensure programme strategies are in place to support learning</b></p>	<p><b>Pupil support department</b></p> <p><b>YGM</b></p> <p><b>SLT</b></p> <p><b>Class teacher</b></p>

<p><b>Heightened sense of independence and resilience.</b></p> <p><b>Growth in perceptions of aspirations</b></p>		<p><b>supporting the social, emotional and mental health needs of our children. The experiences that children need to form whole views of the world and their place within it, sometimes need to be supplemented at school.</b></p>	<p><b>Lesson observations – with intervention target focus</b></p>	
<p><b>Accelerated progress, targeted support within core subjects.</b></p> <p><b>Identification of SEND through stringent monitoring of age-related-expectations and individual trajectories.</b></p> <p><b>Gaps in knowledge and targeted needs identified quickly</b></p>	<p><b>Educational psychologist</b></p>	<p><b>Where appropriate, priority placement of Pupil Premium children on assessment list for educational psychologist review.</b></p> <p><b>This ensures that the correct supports and targets are set for identified needs and adaptations are made within the classroom to boost confidence and accessibility to learning.</b></p>	<p><b>Moderation of progression through assess, impact, review process.</b></p> <p><b>Assessing children against individual targets</b></p> <p><b>Moderating planning and books to ensure Ed Psyche strategies are in place to support learning</b></p> <p><b>Lesson observations – with recommendation target focus</b></p>	<p><b>Head of Pupil Support</b></p> <p><b>Pupil support department</b></p> <p><b>YGM</b></p> <p><b>SLT</b></p> <p><b>Class teacher</b></p>

<p><b>Accelerated progress, targeted support within core subjects.</b></p> <p><b>Gaps in knowledge and targeted needs identified quickly</b></p> <p><b>Low resilience</b></p> <p><b>Increased parental engagement</b></p>	<p><b>CPG Books (SATs revisions)</b></p>	<p><b>In previous years we have seen an increase in Pupil Premium parents attending SATs workshop and wanting to take advantage of the CPG revision books, when a personal call is put through from a member of the Pupil Support team, explaining the event and helping parents to book on. By alleviating the pressure of needing to access the internet, processes involved in signing up and taking away the unknown of what it entailed.</b></p> <p><b>Each pupil premium child is given a set of the CPG books, this allows them to use them to revise independent and have the same access to resources as their cohort.</b></p> <p><b>It also enables parents to see how they can support their children by breaking down methods.</b></p>	<p><b>Using current Pupil Premium register to ensure correct targeting of children, to use assessment data and class mark books to ascertain those with need to attend, phone calls to parents to make aware and chase permission slips.</b></p>	<p><b>YGM</b></p> <p><b>Class teacher</b></p> <p><b>Head of Pupil Support</b></p> <p><b>Pupil Support team.</b></p>
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<p><b>Accelerated progress, targeted support within core subjects.</b></p> <p><b>Gaps in knowledge and targeted needs identified quickly</b></p>	<p><b>Lunchtime Homework help</b></p>	<p><b>When needs and misconceptions are identified quickly, it enables the teacher to target interventions accordingly. This will allow children to keep up with the class, build confidence and resilience and impact progress.</b></p> <p><b>Whereby a child is struggling to complete homework outside of school, they are able to complete homework in school with teacher support if needed.</b></p>	<p><b>Moderation of progression through assess, impact, review process.</b></p> <p><b>Homework mark book to show consistency of completion and impact of homework help</b></p> <p><b>Identification of children through mark book consistently being followed up.</b></p>	<p><b>YGM</b> <b>Class teacher</b> <b>SLT</b></p> <p><b>Head of Pupil support</b></p>
<p><b>Total budgeted cost: £11,800</b></p>				

## 5.0 Impact Analysis and Review of Expenditure (July 2021)

Desired Outcome	Chosen Action and Approach	Impact	Cost
<p>Gaps in knowledge quickly identified to ensure that children are secure before learning moves on.</p> <p>Accelerated progress</p> <p>Identification of SEND through stringent monitoring of age-related-expectations (ARE) and individual trajectories.</p> <p>For all members of staff to be aware of events and supports available and in place to enrich and scaffold the learning of Pupil premium children within the school.</p> <p>Reading – enhancing progress in reading</p>	<ul style="list-style-type: none"> <li>• <b><u>Additional ‘diminishing the difference’ interventions</u></b> Supplementary and reinforcement groups, one to one or group tuition sessions for identified, targeted pupils to accelerate their learning and to ensure that every child reaches their potential.</li> <li>• <b><u>Quality First teaching</u></b> Quality First Teaching will occur throughout the school with outstanding standards of teaching and learning taking place. Class Teachers will be clear on who their disadvantaged children are, and exactly what it is they can be doing to support their individual learning needs in class.</li> <li>• <b><u>Teaching and Learning Focus</u></b> Pupil Premium will be a key focus in fortnightly team meeting sessions, as well as an agenda item during all Year Group meetings. Pupil Premium as a vulnerable group will play a crucial part in the process of planning, monitoring and assessment by all stakeholders.</li> </ul>	<p>After the disruption to learning due to the COVID-19 school closure from March –July 2020, the rigorous and timely assessment of children across all year groups with paramount to us insuring that children were starting from a secure base and that gaps in knowledge could be quickly identified.</p> <p>Progress review meetings were quickly scheduled to include a bringing round the table of all key stakeholders to ensure that problems were picked up and actioned to minimise time lost.</p> <p>The monitoring of teaching of all subject areas was scheduled and this linked fluidly with CPD opportunities with Subject leads being given more time to go into lessons and actively support teaching of concepts through team teaching, modelling and providing bespoke training based on individual teachers needs. This has had a fantastic impact with teachers reporting as part of a professional voice that they felt a boost in confidence in using a variety of resources and teaching tools to support the need within lessons.</p> <p>Pupil premium has continued to be a key team meeting agenda item, giving teams allocated time to discuss key areas for development or support, this has meant that solutions and provision has been put into place quickly and the impact analysed regularly to ensure that desired outcomes are being achieved.</p> <p>Despite the COVID-19 restrictions Pupil Premium children across the school have participated in an art project linked with the national gallery called ‘Take one picture’. This was an unprecedented success with the art work from our Year 6 students being selected to be displayed in the National Gallery, London. Our Art Lead and Head Teacher accompanied these students to view their art work within gallery and for some this was a first trip into our countries capital.</p>	<p>£0</p>

<p><b>Gaps in knowledge quickly identified to ensure that children are secure before learning moves on.</b></p>	<ul style="list-style-type: none"> <li>• <b><u>Pupil Premium ‘Priority’ Marking</u></b> In all core and non-core lessons where marking of work is required, disadvantaged children will be targeted through both ‘hot marking’ of work and through high quality verbal feedback. This is taken from research linked with the EEF on most effective marking strategies based on cost and impact.</li> </ul>	<p>Book scrutiny and lesson observations have highlighted that this is fully embedded across the school and has a high level of impact with children having misconceptions addressed before the next lesson and so are starting the next step from a secure base. Children have shown an increase in seeking support and help during the lesson and a growth in confidence when tackling challenging concepts. This has been taken from observations and pupil voice.</p>	
<p><b>Accelerated Progress</b></p> <p><b>Increased reading opportunities.</b></p> <p><b>Enhancement of strong relationships with teacher and pupil in a pivotal transition year.</b></p> <p><b>Targeted support for those with identified needs leading to improved progress.</b></p>	<ul style="list-style-type: none"> <li>• <b><u>Extra Y6 Class</u></b> Six classes in Y6 enables lower pupil number to teacher ratio enabling more intensive, focused and targeted support to occur with the ultimate aim to raise standards and pupil progress for all pupils. Disadvantaged pupils considered implicitly during assessment periods with additional support available if required and requested.</li> <li>• <b><u>Set Grouping (English/Maths) for lower attaining pupils (taught by SLT)</u></b> Smaller set sizes for English and Mathematics in all year groups to provide lower pupil numbers to</li> </ul>	<p>This is a continued expenditure from the last academic year 2019-20, the smaller class size allows for smaller teacher/student ratio allowing increased ability to target intervention and smaller set sizes. The smaller class size allows relationship building to deepen due to increased teacher/pupil time. The impact from this has been well evidenced from in excess of two years’ successful progress and attainment data. This planned expenditure will continue from previous years and is well implemented.</p> <p>This has come into play especially over the last 18 months within school, having different set groups and smaller class groups within Year 6, it has allowed us to be more fluid and flexible with the structure of support and who is accessing this. Within the smaller core support set groups – children have been able to access learning at a pace that suits them and has positively impacted not only engagement in lessons but attitude to learning and outlook on school. This has been seen in reduced behaviour log incidents or escalating behaviours, with children using break out areas to help them to transition through ranges of emotion.</p> <p>Children within our core support sets are being constantly assessed for movement within Year group sets to ensure that those within groups are those most requiring this impact. This has allowed for more children to move into and out of these groups, receiving boosters in key areas, closing gaps and securing prior learning.</p>	<p>£33,401</p> <p>£35,072.70</p>

<p>Through MKTSA and external provider ensuring staff have the skill set needed to meet the needs of their classrooms leading to accelerated progress – building resilience and supporting identification of need.</p>	<p>teacher ratio enabling more intensive, focused and targeted support to occur with the ultimate aim to raise standards and pupil progress for all pupils</p> <ul style="list-style-type: none"> <li>• <b><u>CPD Opportunities for Quality First Teaching</u></b> Ongoing opportunities for all staff to access continued professional development through both in house expertise and external training providers such as the MK Teaching School Alliance and the MK Council.</li> </ul>	<p>It has been another challenging year for accessing external CPD due to school closures and COVID-19 restrictions, however with content moving onto an online platform this has allowed for members of the staffing team to access a range of bespoke CPD opportunities – sharing their knowledge base within faculties and rolling this out across the school. These have included being able to visit provision in other settings and sharing best practice.</p>	<p>£1500</p>
<p>To quickly identify the needs of children, in order to support appropriately and impact learning – with this children will develop confidence and boost resilience as they will be able to access the curriculum.</p> <p>Staff to use recommendations from reports and assessments</p>	<ul style="list-style-type: none"> <li>• <b><u>Educational Psychologist</u></b> The continued use and expertise of Horizons Educational Psychologist services to assist in the diagnosis of any underlying SEND needs.</li> <li>• <b><u>Bespoke Assessment and Monitoring Tools</u></b></li> </ul>	<p>3 out of our 10 visits into school this year have been allocated to Pupil Premium children – within these 3 visits 5 children have been assessed and successfully diagnosed; supporting access to provision and applying for additional funding in the form of EHC plans for 1 of these children.</p> <p>With the acquisition of Nessy reading and spelling programme and affiliated screening tool – we have 250 children using this programme to secure bespoke gaps in prior knowledge. Out of these 250 users – 70 are Pupil Premium children.</p>	<p>£1100</p> <p>£326.40</p>

<p><b>to inform their planning and support strategies for children to ensure optimum impact.</b></p>	<p>The yearly purchase and deployment of LASS, SNAP and Nesy Assessment tools will enable the early identification of any specific learning needs of disadvantaged children. Any subsequent recommendations from these assessments to inform quality first teaching strategies and further bespoke interventions from the Pupil Support team.</p>	<p>We have also used the screening tools to assess 66 children – this informed us of bespoke data regarding precise barrier areas and this has helped to inform our provision mapping for children. This has allowed teachers to implement targeted intervention and strategies within the classroom to cater for individual areas of challenge for example a child with low audio logical memory using visual reinforcements to help secure steps of a task.</p> <p>From these we have been able to successfully run Spelling and reading intervention for 250 users across the school – 70 of these being pupil premium children. This has been vital in allowing us to monitor impact and progress during the pandemic – as children were able to continue to access this from home with our Pupil Premium children being allocated a laptop if they did not have access to one at home.</p>	
<p><b>Reducing language barriers that impact academic and pastoral development.</b></p>	<ul style="list-style-type: none"> <li>• <b>Speech and Language Therapist –</b> Early intervention for pupils identified in Y3 with language and social skills difficulties. The sessions develop these areas to support the pupils’ learning and subsequent collaborative discussions and support to ensure that these skills are then implemented in class through Quality First teaching.</li> </ul>	<p>Linking with a myriad of research built on the barriers for learning for Pupil Premium children, Speech and Language continues to be prevalent in this dialogue. Not only specific speech disorders but the development and acquisition of language. Language and vocabulary is built in many ways – from our reading to what we hear in the home to the places we visit and are exposed to. Laura Black, speech and language therapy has been working with our subject leads to develop the way we build the teaching of vocabulary through the curriculum and the specific ways in which we can support children in learning and acquiring language. The impact of this has been seen through the transfer of learnt language into writing and oral responses within the classroom.</p> <p>Laura Black has continued to work with 1:1 children across the school, assessing and identifying need – through this we have made 10 referrals to the community Paediatricians for specialist assessment and have successfully secured 3 diagnosis of ASC through these referrals (we are still awaiting outcomes for 7). Laura Black has been working closely with HLTA Ms Kim Fewell to train and model in running 1:1 speech sounds interventions for 8 children – this training and coaching will continue into next year to increase our caseload threshold and enable us to support a greater number of children.</p>	<p>£6283.07</p>

<p><b>Accelerated progress, targeted support within core subjects.</b></p> <p><b>Identification of SEND through stringent monitoring of age-related-expectations (ARE) and individual trajectories.</b></p> <p><b>Gaps in knowledge and targeted needs identified quickly.</b></p> <p><b>Accelerated progress within targeted support – impacting all subject areas.</b></p> <p><b>Boosting resilience and skill set in navigating emotions, life events in order to support the development of the whole child and help to prepare for entering next stage of education.</b></p>	<ul style="list-style-type: none"> <li>• <b><u>Pupil Support Team – intervention, assessment and monitoring</u></b> Specialist SEND and PP provision to provide a bespoke, personalised and nurturing curriculum for identified high level need pupils and pupils considered disadvantaged.  Provision management, evaluating each of the interventions directly compared to the allocation of funds. This will be used to ensure maximum value for money and impact and subsequently used inform future provision, policy, actions and practice.</li> <li>• <b><u>Homework Clubs and Group Y6 PP Tuition</u></b> Sessions are to be implemented during the school day or as an afterschool club to provide the opportunity for children to complete their homework during school hours if it is difficult to do so at home, or to do so to the accepted standard. Specific children are encouraged by their class teacher to attend. After school weekly tuition in Y6</li> </ul>	<p>As aforementioned, with the acquisition of Nessy reading and spelling programme and affiliated screening tool – we have 250 children using this programme to secure bespoke gaps in prior knowledge. Out of these 250 users – 70 are Pupil Premium children. We have also used the screening tools to assess 66 children – this informed us of bespoke data regarding precise barrier areas and this has helped to inform our provision mapping for children. This has allowed teachers to implement targeted intervention and strategies within the classroom to cater for individual areas of challenge for example a child with low audio logical memory using visual reinforcements to help secure steps of a task.</p> <p>From these we have been able to successfully run Spelling and reading intervention for 250 users across the school – 70 of these being pupil premium children. This has been vital in allowing us to monitor impact and progress during the pandemic – as children were able to continue to access this from home with our Pupil Premium children being allocated a laptop if they did not have access to one at home.</p> <p>Throughout this year we have run reading, writing and maths tuition across all Year groups, with Pupil Premium children forming the key cohort to these groups. The children within these interventions were from all set groups which allowed for bespoke gap analysis to take place and focused and meaningful tuition to be implemented. Set teachers saw impact in internal assessment points directly linked with content taught during these interventions, with pre and post gap analysis showing a securing of knowledge in most cases. For those children, who after rigorous intervention and support were still showing limited progress, these children formed a target group of children for further assessment to ensure that any additional needs had been identified (if any).</p>	<p>£9130.23</p> <p>£14,414.40</p>
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	<p>specifically targeted towards disadvantaged children/</p> <ul style="list-style-type: none"> <li>• <b><u>Pupils' Wellbeing Specialist</u></b> Pupils' Wellbeing Specialist to provide emotional and social support for individually identified pupils to overcome barriers to learning so they can access the curriculum more readily.</li> </ul>	<p>Mrs Natalie Phillips (Well-being specialist) has worked across all year groups this year with a fluid caseload of 75 children. These children may access 1:1, small group or transition support depending on target areas; 13 of these students are Pupil Premium. This year our focus has been emotional literacy - children understanding their own mental health needs and those of others. This has been ever prevalent in government policy but also as a product from COVID-19 and the impact the uncertainty has had upon our young people. As a result, we have rolled Zones of Regulation out across the school with our Wellbeing specialist planning and disseminating whole staff training and whole class lessons in using this strategy to communicate the way we are feeling but also in how to change our state of mind. As part of this, we have introduced mini-retreats into each shared areas with equipment to support children to move between different emotional zones. Through pupil voice we have seen a success in the eloquence of how children speak about how they feel and the Zones of Regulation programme. Children are using the retreat areas in school to help them gain equilibrium and feel ready to engage with their learning. This has also impacted the number of children requiring 1:1 time with the Wellbeing specialist and has meant that we have been able to increase caseload numbers due to more group sessions taking place.</p>	<p>£6283.07</p>
<p><b>Providing Pupil Premium children in Year 6 with a set of CPG SATs revision books – in order to increase their independence in accessing support material and ensuring that they are able to cover the correct revising material alongside their peers.</b></p>	<ul style="list-style-type: none"> <li>• <b><u>Removing Financial barrier to enrichment</u></b> Monitoring and analysing pupil attendance to whole school events, residential trips and extracurricular clubs (including music teaching) to identify individual pupils and offering a subsidy where appropriate.</li> <li>• <b><u>Life Experiences and Aspirations</u></b></li> </ul>	<p>CPG revision guides ordered – although National Assessments did not take place.</p> <p>Residential trips were unable to take place this year and we were also limited in our ability to safely run after school clubs due to COVID-19 restrictions. From June, we were able to begin to participate in some sporting activities such as</p>	<p>£468</p>

<p><b>Enhancing resilience, life skills and enrichment activities to boost understanding of the world and community – creating a sense of belonging and self-worth.</b></p> <p><b>To increase parental engagement giving us a better understanding of how we can support our pupil premium families.</b></p> <p><b>Sharing of skill sets, so that parents feel better able to support the home learning of their children, working towards creating a strong home-school relationship.</b></p>	<p>The active promotion of all TMA Extra Curricular Clubs and Pupil Voice Groups to disadvantaged children will be as a priority throughout the school year. Student Council representation will be considered in order to improve level of Pupil Voice for all vulnerable groups, including disadvantaged.</p> <ul style="list-style-type: none"> <li>• <b><u>Targeting parents for parents evening and workshops</u></b></li> </ul> <p>Additional communication through all channels available (including direct approaches) will be deployed in order to actively engage with disadvantaged families to attend Parents Evening other parental information events. Disadvantaged families are to be actively encouraged to discuss concerns with the school regarding their children – be that during formal parent’s information sharing events, or during more informal discussions. Academic ‘workshops’ to be devised and delivered at a subject level in order to better inform parents of teaching strategies and how better to support their children at home.</p>	<p>cricket and athletics, with Pupil Premium children being offered and targeted for inclusion in these with great success. Despite the COVID-19 restrictions Pupil Premium children across the school have participated in an art project linked with the national gallery called ‘Take one picture’. This was an unprecedented success with the art work from our Year 6 students being selected to be displayed in the National Gallery, London. Our Art Lead and Head Teacher accompanied these students to view their art work within gallery and for some this was a first trip into our countries capital.</p> <p>With parents evenings taking place online this year, the uptake for Pupil Premium parents was around 95% attending, with those who did not book on receiving following up phone calls from the Pupil Support Team and class and set teachers.</p> <p>The use of Microsoft Teams acted as an excellent way of bridging between home and school in a way that we have not had before and we want to continue to could on this next academic year. Opening our school at least once every half-term for parents to be able to come and meet members of the support team and build relationships with staff.</p>	
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