

Pupil Premium Strategy Statement (ADMAT)



1. Summary information					
School	Windmill Hill Academy				
Academic Year	2019-20	Total PP budget	£43,560	Date of most recent PP Review	July 2019
Total number of pupils	196	Number of pupils eligible for PP	35	Date(s) for next internal review of this strategy	Dec 2019 April 2019 July 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading, writing and maths	KS1 57% KS2 38%	KS1 85% KS2 71%
% achieving ARE in reading	KS1 85% KS2 63%	KS1 78% KS2 78%
% achieving ARE in writing	KS1 57% KS2 50%	KS1 73% KS2 83%
% achieving ARE in maths	KS1 85% KS2 50%	KS1 79% KS2 84%
% achieving GLD in EYFS % passing the Y1 Phonics Screening check	GLD: 75% Phonics: 80%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	% of pp pupils attaining ARE in reading and writing is lower in the majority of year groups than non-pp pupils.	
B.	% of pp pupils attaining ARE in maths is lower in the majority of year groups than non-pp pupils.	
C.	% of pupils attaining GDS across core areas is lower than non-pp pupils.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Lower than national attendance levels. (Whole school average for 2018/19 is 94.2% compared to national at 96%. For pp-group, it is: 92% compared to 94.7% non-pp)	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Raise attainment of pp pupils in reading and writing.	% of pupils attaining ARE is in line with non-pp pupils.
B.	Raise attainment of pp pupils in maths.	% of pupils attaining ARE is in line with non-pp pupils.

C.	Improve progress of higher attaining ARE in order for pp pupils to achieve GDS.	% of pp pupils achieving GDS is raised.
D.	Attendance levels of pp pupils is improved to be in line with national expectations.	PP pupils % attendance levels are in line with national expectations.

5. Planned expenditure

Academic year **2019-20**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Raise attainment of pp pupils in reading and writing.	<p>Teaching to focus on fluency and age-appropriate reading skills.</p> <p>Implementation of 'Accelerated Reader' across the school (Y2-Y6) to increase motivation for reading and improve rates of progress.</p> <p>English Lead to work closely with Y6 Librarians to make sure pp pupils have regular access to the library and are regularly changing their books.</p> <p>Phonics sessions to begin straight away in Year F with a focus on pp pupils to ensure progress is made.</p> <p>Phonics/spellings sessions are carefully organised, delivered, tracked and monitored by English Lead.</p> <p>English Lead to work closely with Class Teacher to target improvement of reading and writing.</p>	<p>At the end of KS1, the percentage of pupils eligible for pp achieving ARE in writing is less than pupils not eligible is less than pp. We have identified spelling as being a barrier to pupils achieving ARE in writing.</p> <p>At the end of KS2, the percentage of pupils eligible for pp achieving ARE in Reading and Writing is less than pupils not eligible for pp.</p> <p>We want to ensure that pp pupils can achieve ARE and make better than expected progress.</p>	<p>English Subject Lead and other experienced staff members to model quality first teaching and feedback strategies.</p> <p>Use staff meetings and INSET days to deliver CPD.</p> <p>CPD for English Lead and other staff members.</p> <p>English Lead and Class Teachers to target classes with high pp pupils numbers or classes where pp attainment or progress is not in line with national averages for non-pp pupils.</p> <p>Improvement focus to be on effective feedback and use of questioning within the classroom.</p> <p>English Subject will monitor attainment and progress in phonics, reading and writing. The % of pp pupils meeting ARE expectations will increase for reading and writing in all year groups.</p>	<p>English Lead</p> <p>KS2 Lead</p>	<p>Half termly and during termly pupil progress meetings with SLT. Termly meeting with PPG Governor. Termly LGAB meeting.</p> <p>English Lead release time: £966</p> <p>Contribution towards Accelerated Reader: £500</p> <p>= £1466</p>

	<p>Release time for English Subject Lead to analyse, identify gaps, moderate and support staff with closing the gaps.</p> <p>All teachers have received CPD on using the Babcock Teaching sequences for writing and will use as a guide this academic year.</p> <p>All teachers have received CPD on using the Babcock No Nonsense Spelling which is to be taught daily in Y2 – Y6.</p> <p>Targeted deployment of in-class TA support in reading, spelling and writing sessions with a focus on pp pupils.</p>				
B. Raise attainment of pp pupils in maths.	<p>Teaching to focus on fluency, including rapid recall of multiplication facts. Target pp pupils in Y3 and 4.</p> <p>Teaching to focus on mastery skills.</p> <p>Maths Lead to work closely with Class Teachers to target improvement of maths.</p> <p>Maths Lead to provide staff with CPD.</p> <p>Targeted deployment of in-class TA support in maths with a focus on pp pupils.</p> <p>Release time for Maths Subject Lead to analyse, identify gaps, moderate and support staff with closing the gaps.</p>	<p>At the end of KS2, the percentage of pupils eligible for pp achieving ARE in Maths is less than pupils not eligible for pp.</p> <p>We want to ensure that pp pupils can achieve ARE and make better than expected progress.</p>	<p>Maths Subject Lead and other experienced staff members to model quality first teaching and feedback strategies.</p> <p>Use staff meetings and INSET days to deliver CPD.</p> <p>Maths Lead and Class Teachers to target classes with high pp pupils numbers or classes where pp attainment or progress is not in line with national averages for non-pp pupils.</p> <p>Improvement focus to be on effective feedback, mastery opportunities and use of questioning within the classroom.</p> <p>Maths Subject Lead will monitor attainment and progress in Maths. The % of pp pupils meeting ARE expectations will increase for maths in all year groups.</p>	<p>Maths Lead</p> <p>KS2 Lead</p>	<p>Half termly and during termly pupil progress meetings with SLT. Termly meeting with PPG Governor. Termly LGAB meeting.</p> <p>Maths Lead release time: £1816.50</p>

<p>C. Improve progress of higher attaining ARE in order for pp pupils to achieve GDS.</p>	<p>Teaching to focus on higher order reading skills for higher attaining pp pupils.</p> <p>Implementation of 'Accelerated Reader' across the school (Y2-Y6) to increase motivation for reading and improve rates of progress for higher attaining pp pupils.</p> <p>Phonics/spellings sessions are carefully organised, delivered, tracked and monitored by English Lead.</p> <p>Teaching to focus on fluency, including rapid recall of multiplication facts. Target higher attaining pp pupils in Y3 and 4.</p>	<p>At the end of KS1 and KS2, the percentage of pupils eligible for pp achieving GDS in Reading, Writing and Maths is less than pupils not eligible for pp.</p> <p>We want to ensure that higher attaining pp pupils can achieve GDS and make better than expected progress.</p>	<p>English and Maths Subject Leads and other experienced staff members to model quality first teaching and feedback strategies.</p> <p>Use staff meetings and INSET days to deliver CPD.</p> <p>English and Maths Lead and Class Teachers to target classes where higher attaining pp pupils are not making expected progress or classes where pp attainment or progress is not in line with national averages for non-pp higher attaining pupils.</p> <p>Improvement focus to be on effective feedback, mastery opportunities and use of higher order questioning within the classroom.</p> <p>English and Maths Subject Lead will monitor attainment and progress. The % of pp pupils achieving GDS will increase for reading, writing and maths in all year groups.</p>	<p>English Lead</p> <p>Maths Lead</p> <p>KS2 Lead</p>	<p>Half termly and during termly pupil progress meetings with SLT.</p> <p>Termly meeting with PPG Governor.</p> <p>Termly LGAB meeting.</p> <p>Included in costings above.</p>

	<p>Teaching to focus on mastery skills with exploring variation.</p> <p>English and Maths Leads to work closely with Class Teacher to target improvement for higher attaining pp pupils.</p> <p>Release time for English and Maths Subject Leads to analyse, identify gaps, moderate and support staff with closing the gaps.</p> <p>All teachers and support staff to receive CPD.</p> <p>Targeted deployment of in-class TA support with a focus on higher attaining pp pupils.</p>				
<p>D. Attendance levels of pp pupils is improved to be in line with national expectations.</p>	<p>Secretary to monitor daily attendance and follow up quickly on absences.</p> <p>HoS to monitor pupils and follow up quickly.</p> <p>HoS to send out parent friendly attendance policy.</p> <p>EWO/HoS/Safeguarding Lead/SENCO to meet with families to overcome barriers to attending school regularly.</p> <p>Breakfast club available before school to improve engagement and encourage parent to bring pupils to school on time.</p> <p>Raise profile of attendance through rewards/incentives.</p>	<p>Lower than national attendance levels. Whole school average for 2018/19 is 94.2% compared to national at 96%.</p> <p>For pp-group, it is: 92% compared to 94.7% non-pp.</p> <p>We want to ensure that pp pupils are in line with non-pp and in line with the national average.</p>	<p>Ensure a rigorous, pro-active approach continues with regular EWO support.</p> <p>Systems will be embedded to track the attendance of individual pupils with persistent absence of individuals.</p> <p>EWO to visit school termly and meet with Secretary and/or HoS and identify and action appropriate approach for tackling low attending pp pupils.</p> <p>Continue parental engagement strategies, including longer parent/carer consultation in the autumn term 2019.</p> <p>PP pupils % attendance levels are in line with national expectations.</p>	<p>HoS</p> <p>SENCO</p> <p>Safeguarding Officer</p>	<p>Attendance of key groups will be tracked weekly and half termly.</p> <p>Attendance of persistently absent pupils is reviewed fortnightly</p> <p>Termly EWO monitoring.</p> <p>LGAB review termly – HoS report.</p> <p>Attendance badges: £300</p>

Total budgeted cost £3582.50

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Raise attainment of pp pupils in reading and writing.</p>	<p>Morning TA in all classes.</p> <p>Daily 1:1/small group support.</p> <p>Teacher support for targeted pp pupils.</p> <p>Release time for Y5 and Y6 to deliver interventions.</p> <p>Afternoon TA interventions in Y1, Y2 and Y6.</p> <p>Learning Mentor to deliver interventions in Y4 and Y5.</p> <p>Aspirational activities linked to the new capabilities curriculum that will be in context and inspire curiosity.</p> <p>TIS support timetabled for pp pupils.</p>	<p>Providing extra support in class will enable the class teacher or teaching assistant to work closely with pp pupils addressing gaps in learning through quality feedback.</p> <p>Some pp pupils need targeted support to catch up – not achieving prior attainment.</p> <p>We want to ensure that pp pupils can achieve ARE and make better than expected progress.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular learning needs or behavioural issues can be effective, especially for older pupils.</p> <p>Small group interventions have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Carry out baseline assessments to identify gaps/monitor progress through regular re-assessment.</p> <p>Pupil progress meetings to review prior attainment, strengths and next steps needed to support pp pupils.</p> <p>1:1/small group support specifically targeted to identify pp pupils underperforming.</p>	<p>Head of School</p> <p>KS2 Lead</p> <p>English Lead</p> <p>SENCO</p> <p>Class Teachers</p>	<p>Half termly and during termly pupil progress meetings with SLT.</p> <p>Termly meeting with PPG Governor.</p> <p>Termly LGAB meeting.</p> <p>Support staff: £27571.50</p> <p>TIS: £1026</p> <p>Learning Tutor: £8645</p> <p>= £37242.50</p>

<p>B. Raise attainment of pp pupils in maths.</p>	<p>Morning TA in all classes.</p> <p>Daily 1:1/small group support.</p> <p>Teacher support for targeted pp pupils.</p> <p>Release time for Y5 and Y6 to deliver interventions.</p> <p>Afternoon TA interventions in Y1, Y2 and Y6.</p> <p>Learning Mentor to deliver interventions in Y4 and Y5.</p>	<p>Providing extra support in class will enable the class teacher or teaching assistant to work closely with pp pupils addressing gaps in learning through quality feedback.</p> <p>Some pp pupils need targeted support to catch up – not achieving prior attainment.</p> <p>We want to ensure that pp pupils can achieve ARE and make better than expected progress.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular learning needs or behavioural issues can be effective, especially for older pupils.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Carry out baseline assessments to identify gaps/monitor progress through regular re-assessment.</p> <p>Pupil progress meetings to review prior attainment, strengths and next steps needed to support pp pupils.</p> <p>1:1/small group support specifically targeted to identify pp pupils underperforming.</p>	<p>Head of School</p> <p>KS2 Lead</p> <p>Maths Lead</p> <p>SENCO</p> <p>Class Teachers</p>	<p>Half termly and during termly pupil progress meetings with SLT.</p> <p>Termly meeting with PPG Governor.</p> <p>Termly LGAB meeting.</p> <p>Costings above.</p>
<p>C. Improve progress of higher attaining ARE in order for pp pupils to achieve GDS.</p>	<p>Morning TA in all classes.</p> <p>Daily 1:1/small group support.</p> <p>Teacher support for targeted pp pupils.</p> <p>Release time for Y5 and Y6 to deliver interventions.</p> <p>Afternoon TA interventions in Y1, Y2 and Y6.</p> <p>Learning Mentor to deliver interventions in Y4 and Y5.</p> <p>Aspirational activities linked to the new capabilities curriculum that will be in context and inspire curiosity.</p>	<p>Providing extra support to address gaps in learning and challenge high attaining pupils further.</p> <p>Some pp pupils need targeted support to catch up – not achieving prior attainment.</p> <p>We want to ensure that pp pupils can achieve ARE and make better than expected progress.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular learning needs or behavioural issues can be effective, especially for older pupils.</p> <p>Small group interventions have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Carry out baseline assessments to identify gaps/monitor progress through regular re-assessment.</p> <p>Pupil progress meetings to review prior attainment, strengths and next steps needed to support pp pupils.</p> <p>1:1/small group support specifically targeted to identify pp pupils underperforming.</p>	<p>Head of School</p> <p>KS2 Lead</p> <p>English/Maths Lead</p> <p>Class Teachers</p>	<p>Half termly and during termly pupil progress meetings with SLT.</p> <p>Termly meeting with PPG Governor.</p> <p>Termly LGAB meeting.</p> <p>Costings above.</p>
Total budgeted cost					£37242.50
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>D. Attendance levels of pp pupils is improved to be in line with national expectations.</p>	<p>Secretary and HoS to monitor pupils and follow up absences quickly.</p> <p>EWO will meet with families to overcome barriers to attending school.</p> <p>Provide breakfast club for pupils before school to improve engagement and encourage parents to bring pupils to school on time (reduced rate for pp pupils).</p> <p>Raise profile of attendance through rewards/incentives.</p> <p>Robust follow up where parents don't engage with support.</p> <p>Use TIS practitioner to engage with pupils.</p> <p>Curriculum enrichment and engagement priorities, e.g. after school clubs.</p> <p>Reduced rate for residential for pp pupils.</p>	<p>Lower than national attendance levels. Whole school average for 2018/19 is 94.2% compared to national at 96%.</p> <p>For pp-group, it is: 92% compared to 94.7% non-pp.</p> <p>We want to ensure that pp pupils are in line with non-pp and in line with the national average.</p> <p>Our Parental Satisfactory Survey demonstrated the impact of our strategies – the vast majority enjoy attending the academy and that the academy works closely with parents.</p> <p>The Teaching and Learning Toolkit (EEF and Sutton Trust 2012) indicates improving parental engagement can improve progress by +3 months.</p>	<p>Ensure a rigorous, pro-active approach continues with regular EWO support.</p> <p>Continue parental engagement strategies including longer parent consultations.</p> <p>Systems to be embedded to track the individual pupils with persistent absence and also attendance of all groups including pp pupils.</p> <p>Ensure all pp pupils are encouraged to join extra-curricular clubs and take part in enrichments.</p>	<p>Head of School</p> <p>Designated Safeguarding Lead</p> <p>Safeguarding Officer</p> <p>Safeguarding</p> <p>TIS Practitioner</p>	<p>Attendance of key groups will be tracked weekly and half termly.</p> <p>Attendance of persistently absent pupils is reviewed fortnightly</p> <p>Termly EWO monitoring.</p> <p>LGAB review termly – HoS report.</p> <p>Contributions towards breakfast club for pp pupils: £1235</p> <p>Contribution to London Trip for Y6 pp pupils: £1200</p> <p>Contribution to Carnyorth Trip for Y5 pp pupils: £300</p> <p>= £2735</p>
Total budgeted cost					£2735

6. Review of expenditure				
Previous Academic Year		2018-19		
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>A. Improved progress and attainment for pp pupils</p> <p>C. Improved progress and attainment for pp pupils with SEN</p>	<p>Focus teaching on PP pupils through questioning and feedback</p> <p>Targeted deployment of in-class TA support</p> <p>Training from middle managers in mastery across the curriculum.</p>	<p>PP pupils attaining ARE is not yet in line with non-pp pupils for the majority of pp children across the school in the majority of year groups. There is some good impact in the progress of the core areas across some classes, particularly Years 2 and 5.</p> <p>Less impact seen in writing across the school. Further analysis identifies there are barriers in spelling which needs to be a priority.</p> <p>PP pupils with SEND have not achieved the ARE and this is lack of progress across all year groups in the majority of core areas.</p>	<ul style="list-style-type: none"> • Subject Leaders to model quality first teaching and feedback strategies for greater impact. • Subject Leaders to analyse data and identify key priorities to become part of the AIP and their action plans. • Support and develop the role of the English Subject Leader. • Continue to use staff meetings and INSET days to deliver training and embed consistency and expectations. • Support staff to have regular meetings with the focus on English, Maths, SEND, etc. • Continue Pupil Progress meetings to identify barriers and next steps half-termly. • Ongoing support from our SENCO as some pupils are PPG but also SEND. • Leaders will support with targeted groups next year linked to AIP priorities. • Consistent PP pupil tracking and targeting to have a more defined impact on outcomes in 2019/20. • Inconsistency in some year groups has had an impact on attainment and progress. A consistent approach in 2019/20 will have a positive impact on outcomes in 2019/20. • TA support has had an impact in supporting quality of wave 1 teaching and learning but to refine support in 2019/20 to ensure there are increased outcomes. • Learning Tutor employed for 2019/20 to support impact in key areas in KS2 (Year 4 and 5)- early intervention. • HLTAs to release Class Teachers in Years 5 and 6 in 2019/20 so that quality interventions can be delivered. • Capabilities curriculum being introduced in 2019/20 with a focus on the wider curriculum to ignite curiosity and develop capabilities in areas where there are currently barriers. 	<p>£1,200.00</p>
<p>B. Improved progress for high attaining pupils</p>	<p>Ensure planning shows challenge for the more able.</p> <p>Targeted deployment of in-class TA support</p>	<p>Attainment at the end of KS1 (GDS): Reading – 14% of pp pupils achieved GDS compared to 29% non-pp Writing – 0% of pp pupils achieved GDS compared to 20% non-pp Maths – 14% of pp pupils achieved GDS compared to 24% non-pp</p> <p>Although the number of pp-pupils achieving pp is less than non-pp, 100% of pp-pupils are making expected progress in reading, writing and maths.</p>		

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A. Improved progress and attainment for pp pupils</p> <p>B. Improved progress for high attaining pupils</p> <p>C. Improved progress and attainment for pp pupils with SEN</p>	<p>Morning TA support in classes for pp children.</p> <p>Weekly small group interventions in phonics, maths, EGPS, reading and writing for pp pupils with experienced TA, in addition to standard lessons.</p> <p>Head of school to lead weekly booster classes in Reading, Writing and Maths.</p>	<p>See data above for % of progress and attainment for pp pupils, including SEND and higher attaining p</p> <p>Support to maintain attainment and progress has shown to be effective in some of the classes. Where this has not been as effective, is not due to support staff but due to inconsistencies in teaching staff.</p>	<ul style="list-style-type: none"> • Inconsistency in some year groups has had an impact on attainment and progress. A consistent approach in 2019/20 will have a positive impact on outcomes in 2019/20. • TA support has had an impact in supporting quality of wave 1 teaching and learning but to refine support in 2019/20 to ensure there are increased outcomes, including supporting in class provisions. • Due to staffing cuts, it was difficult to maintain regular weekly small group interventions. • Learning Tutor employed for 2019/20 to support impact in key areas in KS2 (Year 4 and 5)- early intervention. • HLTAs to release Class Teachers in Years 5 and 6 in 2019/20 so that quality interventions can be delivered. 	£56,121
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

<p>A. Improved progress and attainment for pp pupils</p> <p>B. Improved progress for high attaining pupils</p> <p>C. Improved progress and attainment for pp pupils with SEN</p> <p>D. Develop greater engagement from parents of pp pupils to support children with learning</p>	<p>TIS support for pp pupils.</p> <p>Specifically targeted parents of pp pupils to ensure they attend parent consultation meetings and parental engagement sessions.</p>	<p>Positive impact for some individuals but impact is varied due to time constraints, dependence on family support and capabilities to access correct provision.</p> <p>No major behaviour incidents recorded (see MyConcern).</p> <p>A range of sporting after school clubs and teams to develop competition, tolerance, mutual respect and co-operation, as well as mental well-being. The Parental Satisfaction survey supported this with the vast majority agreeing that the academy provides interesting activities outside of lessons.</p> <p>Parental engagement has been a key priority. More open communication, staff on duty in the morning/after school, availability of staff before/after school, ClassDojo and longer parent consultations (30 minutes) has helped to support this. Consequently, the Parental Satisfaction Survey is evidence of the positive impact this has made:</p> <ul style="list-style-type: none"> - The vast majority agree that they are comfortable about approaching the academy with questions or a problem. - The vast majority agree that the academy works closely with parents. - The vast majority agree that they are kept well informed about how their child is getting on through parent evenings and through the availability of staff after school. 	<ul style="list-style-type: none"> • Ensure more timetabled sessions for TIS Practitioner in 2019/20. • Another staff member (SLT) to receive the TIS Training in 2019/20. • Update the behaviour policy with a focus on the RRSA and TIS. • Monitor the level of participation, attendance to after school clubs and sporting events – to be logged on Absolute Education by PE Lead. • Track and present attendance of pupils to parent consultations meetings and parental engagement sessions. • Continue to longer style parent consultations (30 minutes) in the Autumn term 2019. • Continue and increase parental engagement strategies. • Ensure a rigorous, pro-active approach with EWO support to improve attendance for pp pupils. • Maintain a range of after school clubs, including sports. • Check progress of grant to start an after school club with a focus on pp pupils and parents. • Continue price reduction for pp pupils to breakfast club. Advertise breakfast club in the autumn term 2019. 	<p>£7,036</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.

- Actions 2019/20 need to continue to focus on improving pp attainment and progress in both KS1 and KS2 as these remain too variable, especially in attainment.
- Academy Improvement Plan 2019/20 to include disadvantaged pupils and attendance.
- TA support to focus on effective questioning and feedback – use current good practice to model this across the school.
- Teacher/TA/HLTA/Learning Tutor support targeted to classes with a high % of pp pupils or pp pupils not achieving ARE/progress.
- See full PPG provision map for 2018/2019 on our school website.