

**Overarching aim: To develop a sustainable approach to closing the disadvantaged progress and attainment gap by ensuring pupils are able to successfully access, learn, retain & apply the knowledge and skills needed to “take them beyond their own experiences” in the present and therefore their future.**

This will be achieved within the whole school's priorities for school development (links in brackets), but more specifically by **(2020/21 and post school closure catch up premium edits and additions)**:

**Priority 1 (SDP 1a, 1b, 1d, 2g, 2i, 3g, 5w, 5x)**

**Effectively prepare staff to develop a knowledge-led approach to teaching and learning, in particular, to promote successful retrieval and application of knowledge within identified areas and subjects for improvement.**

Actions to include:

- Achievement for All Improvement Programme (focusing on literacy & parental engagement inc structured conversations) **postponed to Oct 2020**.
- Phonics CPD & release time to observe best practice. **Implementation of Sounds Write.**
- Increased Subject Leader release time & CPD.
- ~~Development of Knowledge Organisers, including deliberate vocabulary development & teaching~~
- Development of Reading for Pleasure & reading across the curriculum – **implementing new English policy including reading passports.**
- Maximising the Impact of TAs (MITA) – second wave of training for teachers and TAs
- Purchase of further reading material for staff CPD.
- Supporting great teaching – ‘Walkthrus’ Rosenshine CPD 1-year subscription.

**Priority 3 (SDP 1c, 1d, 2m, 4u, 4v)**

**Improve the attendance and engagement of PP pupils at school**

Actions to include:

- Funded morning and after school clubs (**postponed to Oct 2020**)
- Parent Cafes – Come & Enjoy Cafes (**postponed to Oct 2020**)
- Pastoral support inc EHAs, anti-bullying, attendance meetings.
- Positive approaches to behaviour.
- **Structured Conversations staff training and implementation.**
- **Development of priority readers and a volunteer network to support this (when restrictions allow).**
- **Ensuring access to technology for disadvantaged pupils.**

**Priority 2 (SDP 1b, 2i, 2k, 2l, 2o, 3g, 3r)**

**Ensure all pupils are fluent in the recall and application of fundamental knowledge and skills. This in turn will ensure progress and attainment is not hindered at later stages.**

**2i. Maths – arithmetic & times tables**

**2ii. Reading & Vocabulary**

**2iii. Spelling**

Actions to include:

- Progress Portal intervention – arithmetic, **addressing gaps from WRH pre and post assesments.**
- Employment of US/LS TA to provide further capacity to support pupils post school closure and provide intervention and/or flexibility to classroom teachers.
- Development of TT Rockstars and Tackling Tables
- Development of Spelling Shed & Spelling Attack.
- Introduction of interventions: ~~Tackling add & subtract~~; Project X Code phonics-based reading; Nelson handwriting; ~~Nurture Group~~, **Sounds Write Phonics – reading & spelling.**
- Tutoring by qualified teachers – Y6
- **Application to ‘catchup premium’ and national tutoring programme to build capacity to support greater numbers of children further down the school (Y3-5) with after school tuition.**
- Purchase of hardware to facilitate online programmes, **home learning and parental engagement.**
- **CATCH UP PLAN**

**Priority 4 (SDP 1c, 1d, 2m, 4u, 4v)**

**Offer a range of activities and opportunities to take all pupils, but particularly those disadvantaged, beyond their own experiences and community.**

Actions to include, **but may initially be postponed due to Covid restrictions:**

- Development of ‘11 before 11’
- Development of playground opportunities & equipment
- Refinement of school trips and visitors
- Funded Clubs



## SUMMARY INFORMATION

### CURRENT PUPIL INFORMATION FOR 2020/21

Total number of pupils:	407 382	Total pupil premium budget:	£121,680 TBC £94,900.
Number of pupils eligible for pupil premium:	Total = 92 Total = 75	Amount of pupil premium received per child:	4xPP+ (£2300 per pupil); 5x Services (£300 per pupil) 83 Ever 6 (£1300 per pupil)  65 Ever 6 (£1300 per pupil); 4x PP+ (£2300 per pupil), 4x Services (£300 per pupil) = £94,900.

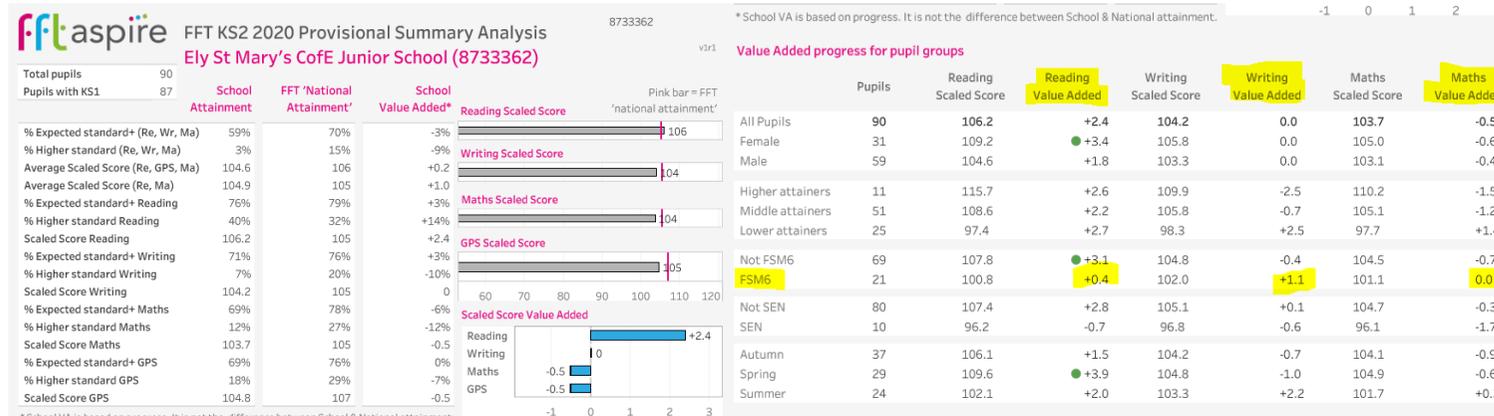
### PP COHORT INFORMATION

CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	51 45	55% 62%
Girls	41 28	45% 38%
SEN (all)	19 19	21% 26%
EHC plan	6 (although 4 have applications in process/due = 10) 5	7% (11%) 7%
EAL	8 11	9% 15%

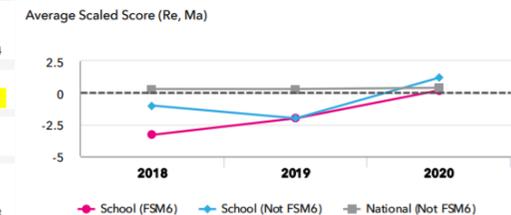
### 2020 WHOLE SCHOOL DATA

Due to nationwide school closures, March 2020, traditional end of year and key stage 2 data is not available. Below is a summary of Pupil Premium performance September 2019-March 2020:

Although attainment remains below national, the cohort of 2020 were attaining above their KS1 data end points at March 2020, for both all and PP pupils.



KS2 progress for disadvantaged pupils 2020



Sources of research & evidence for the school Pupil Premium Strategy:

- DFE <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>
- EEF [https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil\\_Premium\\_Guidance\\_iPDF.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf)
- <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>
- **Rapid Evidence Assessment – remote learning.** [https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Remote\\_learning\\_evidence\\_review/Rapid\\_Evidence\\_Assessment\\_summary.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf)
- **Covid 19 Support Guide for Schools** [https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Covid-19\\_support\\_guide\\_for\\_schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf)
- Chartered College of Teaching <https://impact.chartered.college/article/applying-powerful-knowledge-principle-curriculum-development-disadvantaged-contexts/>
- <https://my.chartered.college/2019/05/great-teaching-techniques-deliberate-vocabulary-development/>
- <https://impact.chartered.college/2019/03/06/tackling-disadvantage-selected-research/>
- Rosehine’s Principles in Action, Tom Sherrington
- The Curriculum, Mary Myatt
- **‘WALKTHRUS’ Tom Sherrington and Oliver Caviglioli – CPD commencing 2020/21**

**THE BELOW IS YEAR 2 OF 3 IN OUR PUPIL PREMIUM STRATEGY. AS SCHOOLS REOPEN FOLLOWING THE NATIONWIDE CLOSURES SINCE MARCH 2020, THE DETAILED APPROACHES AND SUCCESS CRITERIA WILL BE ADAPTED AND ADDED TO IN LIGHT OF THE CIRCUMSTANCES. PLEASE ALSO SEE ST MARY’S CATCH UP PLAN 2020/21 TO SEE HOW THIS TIME- LIMITED FUNDING IS BEING DEPLOYED TO COMPLEMENT THE FOCUS OF OUR LONG-TERM PP STRATEGY.**

	<u>Barriers/ needs to be addressed inc <b>baseline</b> to measure from</u>	<u>Success Indicator &amp; method of measure</u> Y1 2019/2020 <b>REVIEWED APRIL 2020</b> Achieved Partially Met Not yet achieved TBC/ awaiting guidance	<u>Chosen Action &amp; Resources</u>	<u>Cost</u> 1 yr, 2yrs, 3yrs/ongoing	<u>Y2 2020/2021</u> <b>Projected funding £111,060 (-£10620)</b> <b>Updated funding Y2: £106,000</b>  March/ July 2021 Review	<u>Y3 2021/2022</u> Projected funding £92,660 (-£18,400)
<p><b>Priority 1</b> Effectively prepare staff to develop a <b>knowledge-led approach to teaching and learning</b>, in particular, to <b>promote successful retrieval and application</b> of knowledge within identified areas and subjects for improvement.</p>	<p>Many pupils engage well in lessons, and progress is evident in their work over time. However, many remain passive learners and many struggle to fluently recall knowledge and facts, which hinders their application of learning, problem solving and can lead to surface level learning with limited connections. This is also a factor when sitting time-limited exams, which, for the core subjects, is the method of end of Key Stage assessment for our pupils. A further example of limited retention and recall was seen in the multiplication pilot check where pupils were able to calculate tables, but are less able to recall in a time limit. In addition, external moderation in Y6 highlighted inconsistencies in some 'basic' English skills in contrast to excellent content and sentence choices, which can hold pupils back from attaining ARE. Addressing and, more importantly, embedding these fundamental knowledge and skills is a priority to ensure all children have a solid and successful foundation of education and a longer-lasting drive to learn and progress further as they reach secondary school.</p>	<p>A. End of Key Stage 2 attainment will be above KS1 end points and End of Key Stage 2 progress will be in line with or above the national average across the core subjects. (all) <i>At spring 2, pre closure, this was the case.</i></p> <p>B. Fundamental skills in reading for pleasure and across the curriculum, times tables, spelling will have a greater and sustained profile and promotion in school and the parental community. <i>In progress. AFA centralised around reading – developing a consistent whole school approach, increasing reading capacity and year group reading spines.</i></p> <p>C. Pupils will be able to recall 'powerful knowledge' from prior year groups, focusing initially on History, Geography &amp; Science. <i>Early stages. Strategies to support retrieval have focused on maths, English and science.</i></p> <p>D. Pupils will be able to understand, define and apply an increasing vocabulary.</p> <p>E. Staff will have a greater understanding of phonics &amp; teaching strategies. Systematic, regular phonics lessons will be taught across Y3/4. <i>Lower school staff are in the process of completing Sounds Write Training in line with the scheme used at KS1. They have been teaching phase 5 and 6 phonics this year with success. Successful OA funding application also completed.</i></p> <p>F. TAs will have a significant impact not only on their 1:1 pupils but also in the wider classroom. <i>Tas</i></p>	<p>Achievement for All Programme</p> <p>MITA training + TA overtime</p> <p>Phonics CPD</p> <p>Additional subject release time.</p> <p>Reading resources:</p> <ul style="list-style-type: none"> <li>- Book Bingo prizes</li> <li>- Funding to develop reading areas and topic books</li> <li>- Development of year group literature spines/ recommended reads to link with 11 before 11.</li> </ul> <p>Staff CPD resources</p>	<p>£4150</p> <p>£1500</p> <p>£2500</p> <p>£500</p> <p>£2000</p> <p>£200</p>	<p>A. End of Key Stage 2 attainment will be above KS1 end points &amp; End of Key Stage 2 progress will be above the national average across the core subjects. (all)</p> <p><b>Reading exceeded National (+7%)</b> <b>Writing just below National (-4%)</b> <b>GPS in line with National (=)</b> <b>Maths just below National (-5%)</b> <b>Combined exceeded National (+5%)</b> <i>End of KS2 data was positive – see above.</i></p> <p>B. Fundamental skills in reading for pleasure and across the curriculum, times tables, spelling will have an evident impact on pupil attainment and will be embedded as daily/weekly practice at ESM. <i>Times tables and spelling practice is embedded as school practice, although there is room for improvement with home engagement. All staff received reading training last year, but the impact of this has been limited due to the virtual nature.</i></p> <p>C. Pupils will be able to recall 'powerful knowledge' from prior year groups, considering how this impacts the teaching of the arts. <i>Focus of subject leadership &amp; CPD 2021/22.</i></p> <p>D. Pupils will be able to understand, define and apply an increasing vocabulary, which will be evident and embedded into pupils' written work and pupil voice. <i>Focus of subject leadership &amp; CPD 2021/22.</i></p>	<p>A. End of Key Stage 2 attainment will be above KS1 end points &amp; End of Key Stage 2 progress will be above the national average across the core subjects for two years running. (all)</p> <p>B. Fundamental skills in reading for pleasure and across the curriculum, times tables, spelling will have an evident and sustained impact on pupil attainment and will be embedded as daily/weekly practice at ESM.</p> <p>C. Pupils will be able to recall 'powerful knowledge' from prior year groups, across the curriculum.</p> <p>D. Pupils will be able to understand, define and apply an increasing vocabulary, which will be evident and embedded into pupils' written work and pupil voice.</p> <p>E. Systematic, regular phonics lessons will be taught across Y3/4, and the impact will be evident in both pupil's writing and reading, but also in % of pupils achieving ARE in spelling.</p> <p>F. TAs will have wider ranging, established</p>

		<p>and teachers have completed MITA training. Still some room for improvement – this has fed into the TA model for 2020/21.</p> <p>G. SLT will have a greater clarity of the next steps for school development and access to supporting CPD.</p> <p>See also subject specific success indicators below...</p>			<p>E. Staff will have a greater understanding of phonics &amp; teaching strategies. Systematic, regular phonics lessons will be taught across Y3/4, and the impact will be evident in both pupil's writing and reading, but also in % of pupils achieving ARE in spelling. <i>March 2021, 66% of Y3 pupils who had not passed the phonics check have passed, 6 continue to receive phonics intervention.</i></p> <p>F. TAs will not have increased in number but will have wider ranging, established roles, including embedded practice of 'independent hours'. <i>Timetabling has been less flexible this year, but a focus on wider impact as part of last year's PM cycle was effective. TAs were able to share evidence of input and impact (guided group work/ regular intervention) in their annual reviews.</i></p> <p>G. SLT will be able to evaluate the impact of ESM knowledge-led approach to the curriculum based on the evidence from the last 2 years, and identify ways to consolidate and build on this. <i>Increased evidence-based monitoring required to assess the impact of curriculum sequencing. A focus of 21/22 to be consistent approaches to foundation subject delivery in CPD.</i></p>	<p>roles, including embedded practice of 'independent hours' and a robust approach to support pupils at SEN support level and/or below ARE but who do not attract funding.</p> <p>G. All staff will be able to articulate ESM approach to the curriculum and demonstrate this in practice with impact.</p>
<p><b>Priority 2</b> Ensure all pupils are fluent in the recall and application of fundamental knowledge and skills. This in turn will ensure progress and attainment is not hindered at later stages.</p> <p><b>2i. Maths – arithmetic &amp; times tables</b></p>	<p>In addition to the above, in school, we feel we need to broaden the availability of 'catch up' support for those pupils (PP &amp; non-PP) who are working below ARE but are not necessarily receiving or require support at an EHCP/SEND level.</p> <p>Of the 3 sets of SATs exams, 11% of the 18/19 cohort scored 97-99 and we</p>	<p>A. 85%+ of pupils will make expected progress in Maths (PP &amp; non-PP). <i>On track in most year groups and subjects, with the main gaps being Y4 Reading and Writing, Y5 Writing and Maths.</i></p> <p>B. In-school PP attainment gap in Maths at the end of KS2 will continue to decrease for the fourth year. <i>PP attainment in Maths has improved upon KS1 results but</i></p>	<p>Progress Portal – arithmetic based, closing the 'gaps', additional opportunities for retrieval practice.</p> <p>Tutoring Y6 x20 funded 1:2 sessions with 6 trained teachers.</p> <p>Licenses TT Rockstars</p>	<p>£13,000</p> <p>£4800</p>	<p>A. 90%+ of pupils will make expected progress in Maths (PP &amp; non-PP). <i>Y3-6 between 86-97% make expected progress in Maths last year (all); US PP pupils make excellent progress 88-86% making expected progress. Y3/4 were a little less 76-81% PP making expected progress in maths.</i></p> <p>B. In-school PP attainment gap in Maths at the end of KS2 will continue to decrease for the</p>	<p>H. 95%+ of pupils will make expected progress in Maths (PP &amp; non-PP).</p> <p>I. In-school PP attainment gap in Maths at the end of KS2 will be minimal/ non-existent.</p> <p>J. The PP attainment gap in relation to National will decrease (target 5%).</p>

	<p>are keen to increase the success rate of those pupils who are 'almost there'.</p> <p><b>Pilot Multiplication Results</b> Y4 Disadvantaged av score out of 25 = 16.1; Y4 'All' av score = 17 36% of current Y4 achieved 20 or more out of 25.</p> <p><b>Whole school Maths ARE end of 18/19</b></p> <ul style="list-style-type: none"> <li>- Y3 68%</li> <li>- Y4 67% (PP 38%)</li> <li>- Y5 69% (PP 50%)</li> <li>- Y6 65% (PP 50%)</li> </ul> <p><b>SATs Maths results</b></p> <ul style="list-style-type: none"> <li>- All 72%</li> </ul> <p><b>PP ARE Y6 SATs</b></p> <ul style="list-style-type: none"> <li>- 61% (-3% Nat PP, -20% Nat non PP)</li> <li>- Av Scaled Score PP 100.9 (-1.0 Nat PP, -4.5 Nat non PP)</li> </ul>	<p>there is an in school attainment gap of -29% 2020.</p> <p><b>C.</b> The PP attainment gap in relation to National will decrease (target 15%). 2018 National PP = 64% ARE School Spring PP 2020 = 50% ARE (-14%)</p> <p><b>D.</b> End of key stage progress measure in Maths will be in line with or above National (PP &amp; all). Was on track as both PP and all results had improved upon KS1 data.</p> <p><b>E.</b> The number of pupils reaching green and red tackling tables' level by the end of Y4 will increase. Y4 39% on Green+, marginally improving on last year.</p> <p><b>F.</b> The number of pupils scoring over 20/25 in the Gov Tables Check will increase. As will the av score (target to be above 18.5) This did not proceed due to school closure. We are however, participating in the TT RockStars unofficial check where 56/83 participants (64%) scored 20 or more out of 25 on the Unofficial MTC. This is an improvement on last year's pilot results.</p> <p><b>G.</b> The number of pupils accessing additional maths support will increase. Achieved via afternoon sessions with the Progress Portal and after school tuition, excluding SEND funded support. (65+ pupils in two terms).</p>	<p>Tackling Tables (+ additional card, badge resources)</p> <p>Additional / replenish technology to enable pupils to access online resources and increase opportunity for retrieval practice. Winbooks/ Chrome Books replenish</p> <p>Additional Y6 support staff.</p>	<p>£100 £750</p> <p>£5k carry forward from last year.</p> <p>£3000</p> <p>£5596</p>	<p>fifth year. PP Maths attainment in Y6 is lower than that of 'ALL'. However, despite two closures, the Y6 PP cohort are on track to attain in line with KS1 data,</p> <p><b>C.</b> The PP attainment gap in relation to National will decrease (target 10%). 54% PP passed Maths Sats last year.</p> <p><b>D.</b> End of key stage progress measure in Maths will be in line with or above National (PP &amp; all). No progress measure provided.</p> <p><b>E.</b> The number of pupils reaching green and red tackling tables' level by the end of Y4 will increase. 'Blue' stage will be established practice at the feeder school to support this.</p> <p><b>F.</b> The number of pupils scoring over 20/25 in the Gov Tables Check will increase. As will the av score (target to be above 19.5) No national results provided. However, scores in school have increased significantly across the year: Scoring 20+: was 39%, now 58% of Y4 cohort. Scoring 15+: was 57%, now 73% of Y4 cohort.</p> <p><b>G.</b> The number of pupils accessing additional maths support will continue to increase.</p>	<p>K. End of key stage progress measure in Maths will be above National (PP &amp; all).</p> <p>L. The number of pupils reaching red tackling tables level by the end of Y4 will increase. 'Blue' stage will be established practice at the feeder school to support this.</p> <p>M. The number of pupils scoring over 20/25 in the Gov Tables Check will increase. As will the av score (target to be above 20.5)</p> <p>N. The number of pupils accessing additional maths support will continue to increase.</p>
<p>2ii. Reading &amp; Vocabulary</p>	<p><b>SATs Readings results</b> All 69% PP 54% ARE (-10% Nat PP, -26% Nat non PP) PP 101.8 (-0.8 Nat PP, -4.3 Nat non PP)</p>	<p><b>A.</b> Pupils who enter Y3 having not passed the Y1 phonics test and/or having had to retake in Y2, will have a systematic approach to closing this gap in place. All pupils who had not passed the phonics screening have received intervention and have improved on their scores since Y2, although not all had not passed yet.</p> <p><b>B.</b> Pupils' subject-specific vocabulary will increase, and this</p>	<p>Implementation of Project X Code, a phonics based catch up reading programme aimed at Y2-4 + TA time.</p> <p>Subject leader release time to develop subject specific vocabulary progressions as part of knowledge organisers. Supported by the</p>	<p>£3000</p> <p>£75</p>	<p><b>A.</b> Pupils who enter Y3 having not passed the Y1 phonics test and/or having had to retake in Y2, will have a systematic approach to closing this gap in place. See data above</p> <p><b>B.</b> Pupils' subject-specific vocabulary will increase and this will be evident in both their comprehension, writing and speaking &amp; listening work.</p> <p><b>C.</b> Pupils will engage in a wider range and increased number of</p>	<p>A. Pupils who enter Y3 having not passed the Y1 phonics test and/or having had to retake in Y2, will have a systematic approach to closing this gap in place.</p> <p>B. Pupils' subject-specific vocabulary will increase and this will be evident in both their comprehension,</p>

		<p>will be evident in both their comprehension, writing and speaking &amp; listening work.</p> <p>C. Pupils will engage in a wider range and increased number of books.</p> <p>D. Y6 pupils will have a greater understanding of Tier 2 vocabulary (explain, describe, analyse, discuss, compare) to aid their completion of SATs exams.</p> <p>E. End of KS2 reading progress will be in line with or above national. <i>Reading KS2 data had significantly improved upon KS1 results and would therefore project a positive progress measure.</i></p> <p>F. Reading attainment will increase on 2019 (69%). <i>Mock results from aut to spring 2 for all. 56-75%.</i></p> <p>G. PP/non-PP in school attainment gap will decrease for a fourth year and be in line with PP National.</p> <p>H. There will be a decreased PP/non-PP progress gap in school in reading. <i>Yes, although not in Y4.</i></p>	<p>purchase of Vocab Ninja resources to reduce workload.</p> <p>Ongoing evaluation and refinement of Class Guided Reading book selections and strategies, including the development of reading journals.</p> <p>Development of class reading areas and topic book availability.</p> <p>+ Development of a 'Literature Spine'/ recommended reads list for LS/US (which could be incorporated in to the '11 before 11')</p> <p>CPG workbooks Y6.</p> <p>Y6 Tutoring</p> <p>TA Performance Management targets to be related.</p>	<p>Costed above</p> <p>£500</p> <p>(see above)</p>	<p>books. <i>Year Group Book Spine is now in place. Monitoring and impact TBC.</i></p> <p>D. Y6 pupils will have a greater understanding of Tier 2 vocabulary (explain, describe, analyse, discuss, compare) to aid their completion of SATs exams.</p> <p>E. End of KS2 reading progress will be above national.</p> <ul style="list-style-type: none"> <li>- 80% passed Y6 2019 reading sats which met 2019 national.</li> <li>- 98% of y6 made expected progress in reading in the last year.</li> </ul> <p>PP pupils have progressed in line with all (96%, 68% catch up)</p> <p>F. Reading attainment will continue to increase</p> <p>G. PP/non-PP in school attainment gap will decrease for a fifth year and be in line with National Non PP.</p> <p>H. There will be a decreased PP/non-PP progress gap in school in reading. <i>62% pp pupils passed reading SATs, in line with National PP and an improvement on PP results in 2019. It is also +8% on their KS1 attainment.</i></p>	<p>writing and speaking &amp; listening work.</p> <p>C. Pupils will engage in a wider range and increased number of books.</p> <p>D. Y6 pupils will have a greater understanding of Tier 2 vocabulary (explain, describe, analyse, discuss, compare) to aid their completion of SATs exams.</p> <p>E. End of KS2 reading progress will be above national.</p> <p>F. Reading attainment will continue to increase and be in line with National.</p> <p>G. PP/non-PP in school attainment gap will decrease for a sixth year and be in line with National Non PP.</p> <p>H. There will be a decreased PP/non-PP progress gap in school in reading.</p>
<p>2iii. Spelling</p>	<p><b>SATs GPS Results</b> 55% of Y6 pupils scored 13 or more in spelling in GPS. 78% achieved ARE (all) PP 68% achieved ARE (+1% Nat PP, -14% Nat non PP) PP av score 102.9 (-0.8 Nat PP, -4.3 Nat non PP)</p> <p><b>2018 National spelling data (10+)</b> Nat All 75%, Nat PP 70%, Nat Non 79%</p> <p><b>School Spelling Results</b> For all pupils: - Y3: 39% achieving ARE in spelling (59% within 1yr of ARE) - Y4: 28% achieving ARE in spelling (48% within 1 yr of ARE)</p>	<p>A. Writing progress measure will be in line with or above national at the end of KS2 (PP &amp; all) <i>Writing KS2 data had significantly improved upon KS1 results and would therefore project a positive progress measure.</i></p> <p>B. GPS results will continue to be in line with national. <i>Mocks Spring = 67%</i></p> <p>C. The % of pupils scoring over 10/20 in the spelling SATs will be in line with National or better. <i>67% in spring mocks (-8% national last year)</i></p> <p>D. PP pupils will leave Y3 able to spelling the first 200 high frequency words. <i>20% of Y3 were supported in improving the</i></p>	<p>Spelling Attack &amp; Nelson – TA intervention (DH) Target Y3 over the autumn term 'Spelling Attack'. Spring/ Summer - release teachers to run writing groups.</p> <p>Spelling Shed License</p> <p>Additional technology (see above)</p> <p>Phonics based lessons (see above)</p> <p>Promotional resources and incentives – stickers &amp; trophies</p>	<p>£6966</p> <p>£200</p> <p>£75</p>	<p>A. Writing progress measure will be in line with or above national at the end of KS2 (PP &amp; all) <i>Writing attainment data increased for all. However 42% of PP achieved ARE in writing, just below their KS1 results.</i></p> <p>B. GPS results will continue to be in line with national. Y6 2019 gps sats met 2019 national of 78%.</p> <p>C. The % of pupils scoring over 15/20 in the spelling SATs will be in line with National or better.</p> <p>D. PP pupils will leave Y3 able to spelling the first 200 high frequency words.</p>	<p>A. Writing progress measure will be above national at the end of KS2 (PP &amp; all)</p> <p>B. GPS results will be above national.</p> <p>C. The % of pupils scoring over 15/20 in the spelling SATs will be in line with National or better.</p> <p>D. PP pupils will leave Y3 able to spelling the first 200 high frequency words.</p> <p>E. The % of pupils achieving ARE in</p>

	<p>- <b>Y5: 61% achieving ARE in spelling (74% within 1 yr of ARE)</b></p> <p><b>PP Spelling Results</b> In Y3, 4, 5, the % of PP pupils working at ARE or better in spelling had improved, 2018 22% to 2019 36%.</p> <p><b>2019 Writing School</b> All 70%, PP 61%, Non-PP 74%</p>	<p><i>spelling of high frequency words. 70% of the focus group showed improvement.</i></p> <p>E. The % of pupils achieving ARE in spelling will improve on last year (PP &amp; all). Y3 yes (+ to 50%); Y4 yes (+ to 49%); Y5 yes (+ to 64%). Y6 yes.</p>	<p>Enquire Literacy Shed Training</p>		<p>E. The % of pupils achieving ARE in spelling will <i>continue</i> to improve.(PP &amp; all)</p>	<p>spelling will <i>continue</i> to improve.(PP &amp; all)</p>
<p><b>Priority 3</b> Improve the <b>attendance</b> and engagement of PP pupils at school</p>	<p>PP pupils' attendance was below that of their peers and below the school's target. <b>2018/19 = 94.72%</b></p> <p>Although unauthorised absence did decrease last year, it is also above the figure for 'all'. <b>1.55% (2017/18) to 1.13% (2018/19)</b></p> <p>Parental engagement continues to be varied, and while strategies used last year were positive, they require continuation to sustain and grow their impact and involve harder to reach families. <b>Cafés 2018/19 = 21-41% of year groups represented; 11-23% of PP represented at each one.</b></p>	<p>A. PP pupils' attendance will increase on last year's attendance. <i>March 2020 All 96.06%; PP 93.4%</i></p> <p>B. Pupils will arrive punctually to school, improving on 18/19 number of lates</p> <p>C. % of unauthorised absences will continue to decrease for a third year running for PP pupils. <i>2020 1.46%</i></p> <p>D. 90%+ of PP parents will attend parent consultations. – <i>cancelled due to school closure.</i></p> <p>E. Attendance to parental events and cafes will increase on 2018/19.</p>	<p>Funded morning clubs via Premier Sport</p> <p>Pastoral support to oversee</p> <ul style="list-style-type: none"> <li>- Attendance meetings</li> <li>- Outreach</li> <li>- Family support – EHAs, Anti-bullying CP</li> <li>- Meet &amp; Greets</li> </ul> <p>Emergency transportation costs</p> <p>Emergency child care places</p> <p>Parent Café resources</p> <p>Parent postcards</p>	<p>£2,000</p> <p>£27,000</p> <p>£250</p> <p>£500</p> <p>£500</p> <p>£100</p>	<p>A. PP pupils' attendance will <i>be in line with the school target of 96.5%</i> <i>For Aut 2020, All attendance 97.47%; Pupil Premium (excluding TRP) 96.02%, just shy of the school target. By the end of another year with closures, PP attendance was 95.59%, ALL was 97.29%.</i></p> <p>B. Pupils will arrive punctually to school, improving on 18/19 number of lates. <i>0.40% Lates in Autumn 2020 (ALL). PP 0.77% representative of PP cohort.</i></p> <p>C. % of unauthorised absences will continue to decrease for a fourth year running for PP pupils, and not be greater than non-PP. <i>Autumn 2020 prior to the second school closure, PP unauthorised absence (excluding TRP) was 0.93%. All was 0.47%, both lower than 19/20 End of year 0.45% ALL, 1.1% PP. Both lower than 19/20</i></p> <p>D. 100%+ of PP parents will attend parent consultations. <i>60% Spring 2 consultations 2021.</i></p> <p>E. Attendance to parental events and cafes will double on 2018/19 so at least 50% of PP parents attend. N/A</p>	<p>A. PP pupils' attendance will <i>be in line with, or better, than non-PP pupils and above 96%.</i></p> <p>B. Pupils will arrive punctually to school, improving on 18/19 number of lates</p> <p>C. % of unauthorised absences will continue to decrease for a fifth year running for PP pupils, and not be greater than non-PP.</p> <p>D. 100%+ of PP parents will attend parent consultations.</p> <p>E. Attendance to parental events and cafes will increase so at least 75% of PP parents attend.</p>

<p><b>Priority 4</b> Offer a range of <b>activities and opportunities</b> to take all pupils, but particularly those disadvantaged, <b>beyond their own experiences</b> and community.</p>	<p>As well as ensuring none of our pupils are financially limited to equally accessing enriching and educational experiences, we also aim that by proving subsidised and/or free places on trips, clubs, residential and music lessons, we will also support the other priorities listed by building a range of encounters to base learning on and draw new vocabulary from. The development and refinement of an '11 before 11' offer to all our pupils will ensure they are exposed to adventurous, cultural and informative activities, developing an appreciation for design, diversity, challenge and the wider world.</p> <p><b>2018/19 63% PP accessed additional clubs; 81% financially supported to access clubs, trips, learning resources and music lessons.</b></p>	<p>A. The n.o. of PP pupils engaging in extracurricular activities will increase.</p> <p>B. The n.o. of pupils engaging in physical activities and making healthy lifestyle choices will increase (linked to Sports Premium). <i>Half PP pupils attended funded clubs.</i></p> <p>C. Pupils will speak more positively of their lunchtime experiences.</p> <p>D. Incidents of negative behaviour, requiring a formal consequence, will decrease. <i>The number of behaviour logs has decreased overall, with the number of incidents leading to formal consequences (external, internal, partner class) plateauing in line with autumn term 2019.</i></p>	<p>Extra-Curricular Activities bursary – clubs, trips, music lessons – list to be developed as an ESM school offer '11 before 11'.</p> <p>Replenish lunch time zone resources &amp; Calm Club.</p> <p>Midday training – leading and encouraging play.</p> <p>Outdoor gym (approx. £7500) in conjunction with Sports Premium – to increase levels of exercise and to encourage healthy lifestyle choices to take forward into adulthood.</p>	<p>£10,000 (£8k clubs, £2k music)</p> <p>£600</p> <p>Enquire</p> <p>£3000</p>	<p>A. The n.o. of PP pupils engaging in extracurricular activities will continue to increase. <i>N/A for autumn and spring 20/2. This is the first opportunity to run after school clubs this year. Only 8% of the school have signed up to summer clubs. However, 23% of the school's PP children are signed up, meaning 66% of the club attendees for summer term are PP pupils.</i></p> <p>B. The n.o. of pupils engaging in physical activities and making healthy lifestyle choices will continue to increase (linked to Sports Premium).</p> <p>C. Pupils will speak more positively of their lunchtime experiences. <i>Provision outdoors will have broadened further.</i></p> <p>D. Incidents of negative behaviour, requiring a formal consequence, will continue to decrease. <i>14 FTE involving 6 pupils</i></p>	<p>A. The n.o. of PP pupils engaging in extracurricular activities will continue to increase. <i>This will also have a greater direct impact on pupil attendance and punctuality.</i></p> <p>B. The n.o. of pupils engaging in physical activities and making healthy lifestyle choices will continue to increase (linked to Sports Premium).</p> <p>C. Pupils will speak more positively of their lunchtime experiences. <i>Provision outdoors will have broadened further. This will also aid ESM's appeal as a school of choice over time.</i></p> <p>D. Incidents of negative behaviour, requiring a formal consequence, will continue to decrease.</p>
<p>Dedicated Leadership Time – planning, implementing, monitoring &amp; evaluation</p>			<p>Dedicated leadership time, inc planning, monitoring, tutoring.</p>	<p>£14,000</p>		
<p>PP+ themes &amp; needs of cohort (funding £9200)</p>	<p>Common themes and needs within our PP+ cohort are: - SEMH &amp; SEND - Behavioural support (linked)</p>	<p><i>As well as meeting the needs of the supported children, this has been essential in supporting successful EHCP applications – SENCo has obtained 3 EHCPs this academic year for 3 PP pupils, with a further 2 PP pupils due for applications.</i></p>	<p>Contribution to funding 1:1 TA support</p> <p>Additional lunch time support &amp; overtime</p> <p>Contribution to Nurture Group</p> <p>Access to Pastoral child &amp; family support (accounted above)</p> <p>Pre teaching resources</p>	<p>£10,000</p> <p>£1000</p> <p>£700</p> <p>£500</p>		
<p><b>Total spend:</b></p>				<p>£119,062 (-£2618)</p>	<p>£101,087 TBC</p>	
<p><b>Review date:</b></p>	<p><b>Termly Governor Meeting; informal review mid-year (Feb 2020), annual end of year review (August 2020).</b></p>					

### PUPIL PREMIUM Y6 DATA

<i>KS2 Teacher Assessment</i>	Total pupils (avg colour for each subject)	Ungraded	Has not met the standard	Working towards the expected standard	Working at the expected standard	Working at greater depth				
<b>Combined Min</b> (based on lowest of subjects)	26		3 11.5%	11 42.3%	11 42.3%		22 84.6%	11 42.3%		
NC Kent Writing	26	1 3.8%	2 7.7%	12 46.2%	10 38.5%	1 3.8%	23 88.5%	11 42.3%	1 3.8%	1 3.8%
NC Kent Reading	26	1 3.8%	1 3.8%	8 30.8%	13 50%	3 11.5%	24 92.3%	16 61.5%	3 11.5%	3 11.5%
NC Kent Maths	26	1 3.8%		11 42.3%	10 38.5%	4 15.4%	25 96.2%	14 53.8%	4 15.4%	4 15.4%