



Summary information					
School	Great Hollands Primary School				
Academic Year	2019/2020	Total PP budget	£167,059	Date of most recent PP Review	July 2019
Total no. of pupils	414	Number of pupils eligible for PP	No: 135 %: 32.6	Date for next internal review	Jan 2020

These figures reflected the funding based on the number of children on roll at the January census 2019.

Cohort information							
Academic Year	No. PP	No (%) LOW	No. (%) MID	No. (%) HI	% Attendance	No (%) PA	Other year group notes
*Reception							
Year 1	10	0	8 (80)	0	93.25	20 (2)	
Year 2	15	9 (57)	5 (36)	1 (7)	93.85	20 (3)	
Year 3	17	7 (41)	9 (53)	1 (6)	96.15	23.53 (4)	
Year 4	20	6 (30)	14 (70)	0	96.48	0	
Year 5	19	10 (53)	6 (31)	3 (16)	95.8	10.53 (2)	
Year 6	16	11 (69)	4 (25)	1 (6)	96.33	0	
ALL							

- The data above shows combined for each year group(RWM) July 2019
- * % showing Good Level of Development

Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A	Gap between achievement of PP and non-PP pupils in Reading, Writing and Mathematics especially PP boys in years 5 and 6
B	Double Disadvantaged boys showing slow rates of progress in writing especially in years 5 and 6
C	Emotional Health and social skills of PP pupils influencing their experiences and work in class.
D	Vocabulary gap between PP pupils and non-PP pupils in school.
E	PP pupils catching-up and keeping-up with their learning.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
F	The number of persistent absentees
G	Lack of parental engagement

Strategic Plan							
Action	What is the evidence and rationale for this choice?	KPIs	Date	Staff lead	Interim Review	Final Review	
Objective 1: Effective teaching for All with a focus on DA boys so the combined gap diminishes, especially in years 5 and 6 (RWM) Barriers A : Gap between achievement of PP and non-PP pupils in Reading, Writing and Mathematics especially PP boys in years 5 and 6 (combined)							
1. Embedding Inspire Maths: <ul style="list-style-type: none"> • CPD for all staff with a clear focus on boy DA pupils • Release time to visit colleague's in school and Whiteknights Primary to see how adaptations are made to target DA pupils • Parent meetings on Inspire Maths • Adaptations are made to support DD pupils 	Improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development. (EEF Attainment Gap report 2018)	<p>At the end of year 5 the DA combined gap was -39% so the gap to diminish to at least 20% by the end of year 6.</p> <p>At the end of year 4 the DA combined gap was -19%. At the end of year 5 the DA combined gap to diminish to 10% or below.</p> <p>At the end of year 3 the DA combined gap was +6 %. At the end of year 4 the DA combined gap to increase by 4%.</p>	Summer 2019 and Autumn 2019	PPG Lead/ Maths Lead/HT			
2. Embedding Language and Literacy <ul style="list-style-type: none"> • CPD for all staff on writing with a focus on DA boys • Visit Green Wythe Primary to find out how they targeted PP boys using the 10 Day Writing Journey and the impact of the Writing Journey • Release time for Assistant head to review and support planning and to observe Language and Literacy lessons 			<p>At the end of year 2 the DA combined gap was -12 %. At the end of year 3 the DA combined gap to decrease by 6%.</p> <p>At the end of year 1 the DA combined gap was -2 %. At the end of year 2 there to be no gap.</p>	Autumn 2019	PPG Lead and English Lead		
3. Continue with Read Write Inc.: <ul style="list-style-type: none"> • Fresh start for DA pupils in years 5 and 6 			2018-2019 data shows a positive impact of RWI programme across the school.		Sept 2019	PPG Lead and Deputy	

<ul style="list-style-type: none"> • 1:1 tuition for F2, Years 1 and 2 in the afternoons • TA planning for 1:1 PP pupils • RWI parent meetings for targeted DA pupils • RWI resources and reading packs for pupils to go home (£3,000) 						
<p>4. Pupil voice used to identify barriers to learning, suggest improvements, hear about learning in the classroom from a DA pupil's perspective</p> <ul style="list-style-type: none"> • Weekly hot chocolate catch-up sessions PP Lead • Rota of pupil voice monitoring / locations / playtime experiences / learning successes & barriers. 			Sept 2019	PPG Lead		
<p>Objective 2: Accelerated progress for DD and DD (SEND) boys is made so the gap between DA boys and Non-DA pupils is reduced, especially in years 5 and 6 for writing. Barriers: Double Disadvantaged boys showing slow rates of progress in writing especially in years 5 and 6</p>						
<p>1. NVQ online training from Learning Curve on:</p> <ul style="list-style-type: none"> • Specific Learning Difficulties • Social, Emotional and Mental Health • ASD • Speech and Language 	<p>Analysis of patterns in underachievement/ slow progress across the whole school indicate DD boys being a priority and focus.</p>	<p>The year 6 DA writing gap to diminish to at most 20% (from 36% at end of year 5)</p> <p>The year 5 DA writing gap to diminish to at most 10% or below.(from 19% at end of year 4)</p>	Autumn 2019 and Spring 2020	PPG lead/ SENDCo		
<p>2. CPD for teachers in years 5 and 6 on supporting boys writing:</p> <ul style="list-style-type: none"> • All DA-SEND pupils have well designed SMART • Targets that have been co-created with child • DA- SEND pupils are able to articulate their targets. • Targets are reviewed regularly (at least once a term) 			Nov 2019	Class teachers/ Inclusion team and SENDCo		

<ul style="list-style-type: none"> Continued Language and Literacy training 						
<p>3. Data drilled into to identify DD pupils with slow progress and action taken straight away e.g. review of gaps provision, targets</p>			Autumn 2019 and Spring 2020	SENDCo		
<p>4. Support for learning working with DD boys on writing skills in year 5</p> <ul style="list-style-type: none"> SENTA trained by Support for Learning to support DD pupils in writing Provision reviewed for the DD boys with SENDCo and Support for learning 			By December 2019	SENDCo		
<p>5. Parents have a positive view of inclusion and know how to support their children at home</p> <ul style="list-style-type: none"> Workshops focusing on anxiety, specific learning difficulties, ASD Targets shared termly with parents and update in provision communicated to parents 			March 2020	Inclusion Team and SENDCo		
<p>6. Classroom Audit carried out every half term to ensure the correct adaptations and environments are in place</p> <ul style="list-style-type: none"> Audit carried out by SENDCo and the correct adaptations put in place by SENDCO and SENTAs e.g. SENTAS supporting TAs with resources and adaptations e.g. task boards, use of Mind-Maps, visuals etc. 			Sep 2019 Nov 2019 Feb 2020 April 2020 June 2020	Inclusion team and SENDCo		

<p>7. Mentoring for academic progress and emotional well-being with a focus on boys:</p> <ul style="list-style-type: none"> • The Learning Zone - Reading Football Club - focus on PP boys for reading (one afternoon per week) 			Nov 2019	RL		
<p>Objective 3: PP pupils' emotional health improved enabling them to develop self-esteem and resilience. Barriers: Emotional Health and social skills of PP pupils influencing their experiences and work in class.</p>						
<p>1. Developing pupils Emotional Literacy and resilience:</p> <ul style="list-style-type: none"> • ELSAs groups in the afternoon and after school • 1:1 ELSA support for specific DA pupils • Canine Therapy • Play Therapist for DD pupils • Anxiety workshop for parents- Open Learning Centre (autumn term 2019) • Lunchtime club for vulnerable pupils – staffed by SENTAs and ELSAs • Play Leaders on the playground at lunchtimes 	<p>The school recognises that pupils learn better and achieve more if their emotional needs are being met.</p> <p>Emotional needs affect the ability and readiness to learn. Targeted therapies have been proven to impact on emotional wellbeing. ELSA is a recognised effective approach to develop children's emotional literacy skills and TAs are trained by Educational Psychologists (www.elsanetwork.org).</p>	<p>90% of DA pupils' baseline data improves e.g. SDQs, ELSA baseline data.</p> <p>Behaviour incidents for DA pupils reduce by 20%.</p> <p>End of year data 2018/19 42 incidents overall 21 DA pupil incidents</p> <p>Target: <17 DA incidents</p>	Sept 2019	PPG Lead/ SENDCo/ FSA		
<p>2. Mentoring for academic progress and emotional well-being:</p> <ul style="list-style-type: none"> • The Learning Zone - Reading Football Club - focus on PP boys • Play Leaders • Behaviour Support Team <ul style="list-style-type: none"> ✓ To support staff with Behaviour plans for DD(strategies and support with the regulation of emotions) ✓ Staff training 	<p>Meta-cognition and self-regulation intervention has an impact of +8 (high impact for very low cost, based on extensive evidence.</p> <p>Many of our pupils have social and emotional needs that influence their ability to work with others, to deal with disappointment and to persevere with challenging tasks.</p>		Nov 2019	SENDCo Inclusion Team RL- Reading football Club		
<p>Welfare Fund:</p>			Sept 2019	FSA and PPG Lead		

<ul style="list-style-type: none"> All DA pupils provided with a jumper for the autumn term Uniform e.g. shoes , PE kit 						
<p>3. Pupils with SEMH needs are well supported</p> <ul style="list-style-type: none"> ELSA support Canine/ play therapy SENTAs Equipping ELSA room 			Nov 2019	SENDCo/ Inclusion Team./ ELSAs		
<p>Objective 4: Reducing vocabulary gap and increasing academic reading. Barriers: Vocabulary gap between PP pupils and non-PP pupils in school.</p>						
<p>1. Oral language development in Reception:</p> <ul style="list-style-type: none"> CPD for all staff in Early Years on oral/ vocabulary development for DA pupils- Early Talk Boost ECAT (Every Child a Talker) Training for TA Reception children screened in September using Speech Link and pupils with identified difficulties referred promptly to Speech and Language support 	<p>Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school. Areas with potential include communication and language approaches (EEF Attainment Gap report 2018)</p> <p>Vocabulary experiences In four years of experiences: Welfare child- 13 million words / Working class child - 26 million words / Professional child- 45 million words. (Hart and Risley 2003)</p> <p>Vocabulary size at the age of 5 years is the strongest predictor of academic success. (Beimiller 2003)</p>	<p>90% of lessons observed show DA pupils targeted with the expectations that they answer in a complete sentence, being targeted with their vocabulary choices etc.</p> <p>Children will also be screened at the beginning and end of Reception using Speech Link and Early Talk Boost indicators.</p>	Sept and Oct 2019	PPG Lead/ RSL and English Lead		
<p>2. Whole school focus on vocabulary</p> <ul style="list-style-type: none"> CPD for staff on teaching vocabulary Sentence starters for pupils 			Sept 2019	RWI Lead/ RSL/ PPG Lead/ Curriculum Lead		

<ul style="list-style-type: none"> • RWI Talk Partners • Embed PIXL vocabulary package across the school • Implement PIXL vocabulary app • Knowledge organisers shared with parents and pupils before start of topic with clear explanation of vocab • Pre-teaching of vocabulary for identified DA pupils • Visual prompts/ communication boards 						
<p>3. Developing Academic Reading:</p> <ul style="list-style-type: none"> • Pre-teaching of vocabulary for DA pupils: • Oral and orthographic information • Providing definitions, direct meanings, context • Embedding whole class / Reciprocal Reading at KS2 • High quality texts purchased for KS2 with a focus on boy friendly texts • Continuation of RWI throughout the school 		<p>DA gap in reading to diminish to at most 10%.</p> <p>The year 6 DA reading gap to diminish to at most 10% (from 28% at the end of year 5).</p> <p>The year 5 DA reading gap to diminish to at most 5% (from 11% at the end of year 5).</p>	Sept 2019	RWI Lead and English Lead		
<p>4. Developing Cultural Capital:</p> <ul style="list-style-type: none"> • Education Trip Fund • Bespoke trips to develop cultural capital for DA pupils 			Throughout year	PPG Lead/ Phase Leaders		
<p>Objective 5: Pupils' gaps in learning identified and targeted. Barriers: PP pupils catching-up and keeping-up with their learning.</p>						
<p>1. Gaps in learning identified, analysed and targeted using DTR (diagnose, teach, test and revisit):</p>	<p>Targeted small group and one-to-one interventions have the potential for the largest immediate impact</p>	<p>The year 6 DA combined gap to diminish to at most 6% (from 10% at the end of year 5).</p>	<p>July 2019 Oct 2020 Jan 2020 April 2020 July 2020</p>	<p>PPG Lead/ RSL/ RWI Lead/ Phase Leaders</p>		

<ul style="list-style-type: none"> • Half term progress meetings with focus on DA pupils' progress • Pixl PLCs completed for key marginal DA pupils • Pixl therapies for pupils delivered by teachers while HLTA covers class • Pixl training for staff • RWI 1:1 • Boosters after school delivered by teachers 	<p>on attainment. (EEF Toolkit)</p>	<p>The year 5 DA combined gap to be eradicated (from 6% at the end of year 5).</p>				
<p>2. High Achieving PP pupils' progress in line with High Achieving non-PP pupils:</p> <ul style="list-style-type: none"> • Pixl A2 therapies for HAP DA pupils delivered by teachers • CPD and monitoring focus on challenge for HAP DA pupil 			<p>Feb 2020</p>	<p>Phase Leaders/ RSL and PPG Lead</p>		
<p>3. Peer Mentoring for reading, writing and maths (KS2 pupils to peer mentor KS1 pupils)</p> <ul style="list-style-type: none"> • Year 5 pupils and year 4 pupils to mentor year 1, 2 and 3 DA pupils e.g. reading mentors • Liaise with EP about the possibility of Sixth formers peer mentoring year 5 and year 6 DA pupils 			<p>Nov 2019 Jan 2020</p>	<p>PPG Lead/ Year 5 and Year 3 teachers/ Phase Leaders</p>		
<p>Objective 6 : Reduced absenteeism for DA pupils and improved attendance for DA pupils. Barriers: The number of persistent absentees</p>						
<p>1. Attendance tracked and closely monitored by EWO, Attendance officer and PPG lead:</p> <ul style="list-style-type: none"> • PP pupils with poor attendance tracked, identified 	<p>The higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2.</p>	<p>PA for DA pupils to be at most 10% or below across the school.</p>	<p>Sept 2019</p>	<p>PPG Lead/ EWO/ FSA</p>		

<p>and action plans put in place by EWO</p> <ul style="list-style-type: none"> EWO service to meet with parents weekly FSA and Inclusion Team to support vulnerable PPG families. All staff aware of their responsibilities with regard to lateness and absence e.g. meeting with parents etc. 	<p>Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15 per cent of all sessions.</p>					
<p>2. Rewarding attendance for DA pupils:</p> <ul style="list-style-type: none"> Attendance for year groups celebrated every week in assembly. Reward for class with the best attendance for that week – attendance trophy awarded with ten-minute token for the class to choose a reward of their choice e.g. extra playtime, computer time, games etc. Every term those PP pupils achieving 98% attendance receive certificate. 	<p>(The link between Attendance and Attainment report by the Department for Education, March 2016)</p>		<p>Autumn term 2019</p>	<p>PPG Lead and Attendance Officer</p>		
<p>3. Attendance celebrated in newsletter every Friday</p> <p>Attendance winners to go into Friday's weekly newsletter to parents.</p>			<p>September 2019</p>	<p>KW</p>		
<p>Objective 7: Increasing parental engagement. Barrier: Lack of Parental engagement</p>						
<p>1. FSA and Inclusion Team to support vulnerable families</p> <p>Families eligible for PP will be targeted by FSA and Inclusion Team by being personally</p>	<p>Research indicates that a number of parenting characteristics are statistically associated with children's levels of achievement, including</p>	<p>70% of DA pupil parents attend school events e.g. workshops etc.</p> <p>(Registers for 2018/19 showed 68% of DA pupils' parents attended</p>	<p>Sept 2019</p>	<p>PPG Lead/FSA / RWI Lead</p>		

invited to events at school and at the Open Learning Centre	parental promotion of reading and learning.	events at KS1 but only 41% at KS2).				
<p>2. Stay and Play/Parent Education sessions:</p> <ul style="list-style-type: none"> • For parents to take place every term in school with a focus on maths, reading, writing, vocabulary and mental health (anxiety). • Increase number of workshops for KS2. • RWI sessions 	(Hilary Grayson NFER report on Narrowing the Gap 2013)		End of autumn term 2019	PPG Lead/ Phase Leaders/ Inclusion Team		
<p>3. RWI and Inspire parent workshops for targeted DA parents</p> <ul style="list-style-type: none"> • Videos put on the website to support parents • Feedback will be acted upon straight away e.g. Does the current model of workshops suit parents? • Parents to be reminded about upcoming workshops, events and reminders to go out in 			Autumn term 2019	RWI Lead/ Maths Lead/ Curriculum Lead		
Total budgeted cost						

Summary of expenditure				
Strand	Amount	%		%
Leadership	17,106.54	10.24	Staff (leadership)	10.24
English Staff	11,309.00	6.77	Staff (curriculum)	38.99
English (Read, Write Inc)	18,862.00	11.29	Staff (welfare)	27.56
Maths Staff	7,425.50	4.44	Curriculum Resources (staff)	2.84
Maths Other	0	0	Curricular Equipment (students)	0.85
Curricular Staff	20,539.00	12.29	Enrichment	4.64
Other curricular CPD	1000	0.6	Wrap around	0
Enrichment/cultural capital	4,000	2.39	Outside agencies	5.39
Curricular equipment	1,419	0.85	CPD Curriculum	3.50
More able	3,000	1.8	CPD Pastoral/Welfare	0.6
Behaviour	11,107	6.65	Practical support	0
Attendance	9,493	5.68	Therapies	5.39
Emotional/wellbeing/ Inclusion	25,524.5	15.28		
Curriculum CPD	2000	1.20		
Pastoral/welfare CPD	20,522	12.28		
Practical help	0	0		
Student Personal allowance	0	0		
Teacher grants	3,750	2.24		
Breakfast Club*	0	0		
Homework support*	0	0		
Canine / &Play Therapy	9,000	5.39		
Reading Football Club Learning Zone	1000	0.6		
TOTAL	£167,059	100	TOTAL	100

*Wrap around