

PUPIL PREMIUM NEEDS INTERIM REPORT

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

Barriers to future attainment (for pupils eligible for PP)	
<i>Academic barriers (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.
<i>Additional barriers (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	KPIs	Evaluation Jan 2020	Next Steps	RAG
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	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. 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.	Current DA combined gap for year 6(Dec 2019) -29% which shows the gap diminishing by 10% in autumn term(-39% July 2019). Current DA combined gap for year 5(Dec 2019)- 29%. Gap has grown by 10%. Data analysis shows writing being a barrier to Year 5 DA pupils achieving combined.	Year 5 teachers to meet with PP lead to produce RAP for DA pupils for achieving combined. - NW & SW to have plan running by 17.01.20	
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	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%.	Current DA combined gap for year 4 (Dec 2019) +14 which shows a positive gap increased by +8% (+6% July 2019). Current DA combined gap for year 3 (Dec 2019) -7 % which shows the gap diminishing by 5% (-12% July 2019).	Year 5 and year 6 still priority year groups.	
3. Continue with Read Write Inc.: <ul style="list-style-type: none"> • Fresh start for DA pupils in years 5 and 6 • 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)	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%. At the end of year 1 the DA combined gap was -2 %. At the end of year 2 there to be no gap.	Current DA combined gap for year 2 (Dec 2019) +13% which shows the gap has closed and now has a positive combined gap for DA pupils (-2% July 2019). Current DA combined gap for current year 1 +28%.		
4. Pupil voice used to identify barriers to learning, suggest improvements, hear about learning in the classroom from a DA pupil's perspective <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.		Current GLD (Good Level of Development) gap for reception is positive HT AHT (PP Lead) visited CrownWood who have introduced the 10 Day writing Journey from Green Wythe. Whiteknights was also visited (English Hub) to review their writing journey. After visits writing journey at Great Hollands reviewed and adapted. CPD provided for teachers and new Great Hollands' writing journey for January start.		

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

Action	KPIs	Evaluation Jan 2020	Next Steps	RAG		
<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 <p>Speech and Language</p>	<p>The year 6 DA writing gap to close or diminish to at least 20% (from 36% at end of year 5)</p> <p>The year 5 DA writing gap to diminish to at least 10% or below. (from 19% at end of year 4)</p>	<p>DA writing gap for current year 6 cohort has diminished by 7 % as the gap is at 29% due to Pixl therapies and targeting key marginal DA pupils.</p> <p>DA writing gap in year 5 has increased by 10%.</p>	<p>Forensic look at barrier to DA pupils not achieving ARE in writing for spring term. Year 5 teachers to meet with PP lead to produce writing RAP for DA pupils.</p>			
<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) <p>Continued Language and Literacy training</p>		<p>DA SEND pupils provided with SMART targets in autumn term and shared with pupils/ parents and will be reviewed at the end of February to monitor progress.</p>	<p>SENDCO to review targets with pupils in year 5 and 6- are they able to articulate, explain provision provided that helps them etc? Are the SMART targets enabling pupils to make progress with their writing?</p>			
<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>		<p>Data drilled into for year 5 and year 6 identifying gaps and slow progress of DA pupils. Those DA pupils make slow progress with writing in year 6 have been given Pixl writing therapies and are target pupils for teachers.</p> <p>Data shows writing gap growing in year 5.</p>	<p>PP lead to meet with year 5 teachers to reviews progress of DA pupils in writing and produce RAP to address barriers/ gaps.</p>			
<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 <p>Provision reviewed for the DD boys with SENDCo and Support for learning</p>		<p>SENTA trained by Support for Learning for supporting DD pupils in year 5 with writing.</p> <p>Support for Learning meeting arranged for spring term to review progress of pupils of DA SEND pupils with writing.</p>	<p>SENDCO, SENTA, year 5 teachers and Support for Learning to discuss success of programmes and adaptations made.</p>			

<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 <p>Targets shared termly with parents and update in provision communicated to parents</p>		<p>Anxiety programme run for parents in autumn term (positive parent feedback received)</p> <p>Resilience programme for parents to be run by Open Learning Centre for spring term.</p>	<p>Review how workshops are communicated to the wider school community.</p> <p>School to liaise with Open Learning Centre to run another anxiety programme for parents.</p>	
<p>6. Classroom Audit carried out every half term to ensure the correct adaptations and environments are in place</p> <p>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.</p>		<p>Classroom audits carried out 1st and 2nd half term by SENDCo and SENTAs resulting in pupils being provided with the appropriate resources, adaptations strategies to access the curriculum.</p>	<p>TA training needed to increase confidence levels of using mind-maps. Support for Learning training to be planned for spring term.</p> <p>SEND audits to ensure resources are being used correctly and consistency.</p>	
<p>7. Mentoring for academic progress and emotional well-being with a focus on boys:</p> <p>The Learning Zone - Reading Football Club - focus on PP boys for reading (one afternoon per week)</p>		<p>Not actioned yet.</p>	<p>Arrange meeting with Reading Football Club</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.

Action	KPIs	Evaluation Jan 2020	Next Steps	RAG
<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>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>	<p>End of autumn term data for behaviour incidents: 65 behaviour incidents overall for autumn term 2019 9 DA pupil incidents overall for autumn term 2019</p> <p>SDQs for 90% of those pupils attending ELSA sessions improved and pupils increased their resilience or there were reduced behaviour incidents.</p> <p>Lunchtime club was staffed every day and vulnerable pupils accessed the club daily (evidence lunch club register') Reduced incidents at lunchtime with lunchtime club and targeted pupils being supported at lunchtime by SENTAs, ELSA, FSA and Senco.</p> <p>100% of DA pupils' parents attended anxiety workshop and the school received 100% positive feedback from parents (evaluation forms as evidence)</p>	<p>Referral made to external agencies to support those pupils' struggling with self-regulation etc.</p> <p>Parents requested evening sessions. School to liaise with Open Learning Centre to run another anxiety programme for parents.</p>	
<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 		<p>Play Leaders support year groups every lunchtime which is helping fostering positive relationships on the playground (9 DA pupils behaviour incidents for all of autumn term)</p>	<p>Conduct pupil questionnaire on how Play Leaders support pupils on the Play Ground in term of well-being.</p>	

<p>✓ To support staff with Behaviour plans for DD (strategies and support with the regulation of emotions) Staff training</p>		<p>Reading Football Club still to action.</p>		
<p>Welfare Fund: • All DA pupils provided with a jumper for the autumn term Uniform e.g. shoes, PE kit</p>		<p>DA pupils provided with jumpers, school shoes, PE kit and uniform during the autumn term where needed.</p>		
<p>3. Pupils with SEMH needs are well supported • ELSA support • Canine/ play therapy • SENTAs Equipping ELSA room</p>		<p>ELSA room completed in October half term and room now fully equipped and being utilised daily by ELSAs, Play Therapist which means pupils have a safe, welcoming place conducive to their needs. Canine Therapy ran every Friday and DA pupils attending the therapy have made good rates of progress against their individual smart targets.</p>	<p>Canine Therapy, ELSA groups and Play Therapy sessions to continue next term and progress to be measured against SDQs and SMART targets in March.</p>	

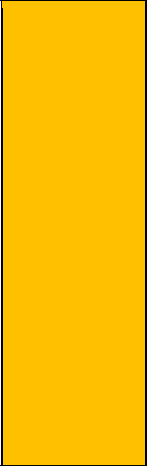
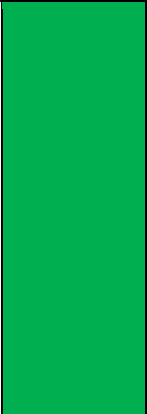
Objective 4: Reducing vocabulary gap and increasing academic reading. Barriers: Vocabulary gap between PP pupils and non-PP pupils in school.

Action	KPIs	Evaluation Jan 2020	Next Steps	RAG
<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>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>	<p>All lessons observed in autumn term clearly demonstrated clear targeting of DA pupils and ALL pupils were expected to answer in complete sentences. Sentence stems were provided in all observed sessions and planning clearly indicated daily vocabulary work and oracy work in morning and afternoon sessions (evidence weekly planning).</p> <p>Speech Language Therapists have worked closely with the reception staff on oracy and have trained TA to undertake Early Talk Boost which will start in the spring term.</p>		
<p>2. Whole school focus on vocabulary</p> <ul style="list-style-type: none"> • CPD for staff on teaching vocabulary • Sentence starters for pupils • 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 <p>Visual prompts/ communication boards</p>		<p>Staff reviewed two CPD sessions on teaching vocabulary which can be evidenced in teachers planning of lessons.</p> <p>Visual prompts and communication boards used for identified DA pupils and where needed pre-teaching of vocabulary for identified DA pupils.</p>	<p>Pixl vocabulary app to be set up for the whole school by the of the spring term.</p> <p>Monitor use and impact of communication boards, visual prompts and pre-teach (pupil voice)</p>	
<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 	<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>DA reading gap for current year 6 -14% compared to -28% at the end of July. Gap has diminished by 14%.</p>		

<ul style="list-style-type: none"> • High quality texts purchased for KS2 with a focus on boy friendly texts <p>Continuation of RWI throughout the school</p>	<p>The year 5 DA reading gap to diminish to at most 5% (from 11% at the end of year 5).</p>	<p>RWI continuing throughout school and weekly training being provided for those with groups.</p> <p>English working boards across the school have vocabulary and meanings on display (classroom audit sheets as evidence) which is enabling pupils to increase their vocabulary bank (evidence in English books).</p>		
<p>4. Developing Cultural Capital:</p> <ul style="list-style-type: none"> • Education Trip Fund <p>Bespoke trips to develop cultural capital for DA pupils</p>		<p>Year 6 DA pupils visited Stone Henge in November with the focus on developing vocabulary, reading, history and art cultural capital. Bespoke lessons were created for the trip to maximise the cultural experience for the pupils.</p>	<p>Next trip planned: Hampton Court 25th February for year 6 pupils.</p> <p>Impact of trips to be reviewed in March. Look of replicating this for other year groups.</p>	

Objective 5: Pupils' gaps in learning identified and targeted. Barriers: PP pupils catching-up and keeping-up with their learning.				
Action	KPIs	Evaluation Jan 2020	Next Steps	RAG
<p>1. Gaps in learning identified, analysed and targeted using DTTR (diagnose, teach, test and revisit):</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 <p>Boosters after school delivered by teachers</p>	<p>The year 6 DA combined gap to diminish to at most 6% (from 10% at the end of year 5).</p> <p>The year 5 DA combined gap to be eradicated (from 6% at the end of year 4).</p>	<p>Current DA combined gap for current year 6(Dec 2019) -29% which shows the gap diminishing by 10% (-39% July 2019).</p> <p>Current DA combined gap for current year 5(Dec 2019)- 29%. Gap has grown by 10%. Data analysis shows writing being a barrier to Year 5 DA pupils achieving combined.</p> <p>Pixl training delivered to staff in the autumn term and staff commented on how they felt more confident utilising the Pixl resources, therapies.</p>	<p>Forensic look at barrier to DA pupils not achieving combined in Year 5 and Year 6. Teachers to meet with PP lead to produce RAP for DA pupils.</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 <p>CPD and monitoring focus on challenge for HAP DA pupil</p>		<p>A2 therapies taking place for pupils in year 6.</p> <p>GD DA gap for writing in year 6 -12% (Dec 2019).</p> <p>GD DA gap for reading -13% in year 6 (Dec 2019)</p> <p>GD DA gap for maths -7% in year 6 9 Dec 2019)</p>	<p>Meet with year 6 teachers and to identify barriers for DA pupils achieving GD.</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 <p>Liaise with EP about the possibility of Sixth formers peer mentoring year 5 and year 6 DA pupils</p>		<p>Year 3 DA pupils have reading buddies but this now needs to be implemented across the school.</p>	<p>Set up mentoring system across the school and contact EP.</p>	

Objective 6 : Reduced absenteeism for DA pupils and improved attendance for DA pupils. Barriers: The number of persistent absentees

Action	KPIs	Evaluation Jan 2020	Next Steps	RAG	
<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 and action plans put in place by EWO • EWO service to meet with parents • FSA and Inclusion Team to support vulnerable PPG families. <p>All staff aware of their responsibilities with regard to lateness and absence e.g. meeting with parents etc.</p>	<p>PA for DA pupils to be at most 10% or below across the school.</p>	<p>No gap in attendance for DA pupils and non DA pupils: 94.36% verses 94.72% (autumn term)</p> <p>No gap between attendance of FSM pupils and non FSM pupils: 94.28% verses 94.71% (autumn term)</p> <p>PA for years 1-6 is 12.25% (autumn term).</p> <p>Attendance plans have been drawn up between ewo and parents. If parents have not attended meetings at school the EWO has undertaken a home visit.</p>	<p>PA to continue to be a focus for DA pupils and increasing attendance rates.</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. <p>Every term those PP pupils achieving 98% attendance receive certificate.</p>		<p>Attendance celebrated in Friday assemblies and top three attending classes celebrated in the weekly newsletter to parents. Winning class receives the ten-minute choosing time award.</p> <p>A special attendance assembly took place for years 1-6 at the end of November run by the school's EWO.</p> <p>At the end of term pupils were given 98% certificates or 100 % certificates in the end of term assembly to reinforce the importance of attending school.</p>	<p>Investigate good practice in other schools re attendance e.g. individual awards etc.</p> <p>Set up reception award for the spring term as this is a focus year group.</p>		
<p>3. Attendance celebrated in newsletter every Friday</p> <p>Attendance winners to go into Friday's weekly newsletter to parents.</p>		<p>Attendance winners published every week in the Friday newsletter.</p>			

Objective 7: Increasing parental engagement. Barrier: Lack of Parental engagement

Action	KPIs	Evaluation Jan 2020	Next Steps	RAG
<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 invited to events at school and at the Open Learning Centre</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 events at KS1 but only 41% at KS2).</p>	<p>FSA and SENTAs sign posted parents to workshops being run by school, Bracknell Forest, Family intervention Team and Open Learning Centre for a range of things e.g. sleep disorders, anxiety, ASD, behaviour, speech difficulties etc for the autumn term.</p>		
<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. <p>RWI sessions</p>		<p>Stay and Learn and courses put on for parents in the autumn term:</p> <p>Whole school- Anxiety course (8 sessions) Year 2 October- Family learning Maths (addition) Year 1 October- Family Learning maths (100 square) Reception November – Family Learning (magic pebbles) Nursery November- Messy writing</p>	<p>Stay and Learn and courses for 1st half spring term booked:</p> <p>Year 6 January (4 sessions)- resilience toolkit Year 3 January- Family Learning Maths Year 4 January- Family Learning Maths Year 2 February- Family Learning English (story mountain) Reception Feb- Family learning (Magic Box)</p> <p>Measure impact for resilience toolkit for year 6 and if positive then resilience toolkit to be offered to year 5 for summer term.</p> <p>Registers to be analysed at the end of February for attendance of DA pupils' parents.</p>	
<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? <p>Parents to be reminded about upcoming workshops, events and reminders to go out in</p>		<p>Feedback is sought after every workshop and the school endeavours to act upon it straight away e.g. parents recommended the anxiety course be run again and school will liaise with the Open Learning Centre about doing this course. Also, parents asked about evening courses run at school which has been looked into.</p> <p>Upcoming workshops have reminders through weekly newsletter and texts sent home.</p>	<p>Videos to support parents to be put on website starting with RWI.</p>	