



Pupil premium planned spend statement - September 2020 - July 2021

1. Summary information					
School	Shaftoe Trust Wise Academy				
Academic Year	2020-21	Total PP budget	£20,175	Date of most recent PP Review	July 2020
Total number of pupils	116	Number of pupils eligible for PP	22 (19%)	Date for next internal review of this strategy	Mar 2021

2. Current attainment EXIT KS2 (for disadvantaged children) (4 children)		
	<i>Entry September 2020 Post COVID-19 lockdown</i>	<i>Targets 2021</i>
% achieving expected standard or above in reading, writing & maths	75%	100%
% achieving expected standard in reading	100%	100%
% achieving expected standard in writing	75%	100%
% achieving expected standard in SPAG	75%	100%
% achieving expected standard in maths	75%	100%
2, Current attainment EXIT KS1 (for disadvantaged children) (2 children)		
	<i>Entry September 2020 Post COVID-19 lockdown</i>	<i>Targets 2021</i>
% achieving expected standard or above in reading, writing & maths	50%	50%
% achieving expected standard in reading	50%	100%

% achieving expected standard in writing	50%	50%
% achieving expected standard in SPAG	50%	50%
% achieving expected standard in maths	50%	50%
<b>2. Current Attainment Phonics KS1 (2 children)</b>		
	<i>Entry September 2020 Post COVID-19 lockdown</i>	<b>Target 2021</b>
% passed Year 1 (3 children)	66%	100%
% passed Year 2 (2 children)	100% (Dec 2020)	100%
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Poor speech and language in EYFS and therefore this can later hinder progress in reading and writing	
<b>B.</b>	Poor fluency for some children in reading in KS1 and KS2 is hindering their comprehension skills	
<b>C.</b>	Poor fluency recalling their number bonds (KS1) and times tables (KS2) is hindering their ability in all areas of Maths, particularly PSR	
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Parental knowledge, understanding and support in reading	
<b>E.</b>	Some parents do not support home learning well, for example, they do not hear their child read on a regular basis. The children have not regularly accessed Google classroom or paper-based learning packs during lockdown, shielding or isolation periods	
<b>F.</b>	Emotional wellbeing and unsettled family circumstances.	

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Improve speech and language in EYFS as it can later hinder progress in reading and writing	For disadvantaged children in Nursery and Reception class make rapid progress by the end of the year in speech and language so that <u>all pupils eligible for PP</u> meet age related expectations at the end of Nursery (40-60 months emerging) and Reception (40-60 months secure).
B.	Improve fluency for all children in reading in KS1 and KS2 to allow them to confidently develop their comprehension skills	Regular fluency checks in the Wise Read cycle will show children fluently reading correct number of words per min  Pupil Progress meetings following assessment week will show any gaps being narrowed.  Target / PP children to meet the expected standard/ greater depth at the end of key stages.
C.	Improve fluency- arithmetic /times tables to then develop PSRN  The teaching of Maths Mastery from R-Y6	Regular testing of tables (TT Rocks)  % - The number(%) of children to pass the Government tables test in Year 4 will be in line with or higher than National average.  PP children will reach the expected level resulting in % being in line with or above the National average for Maths.  Maths workshop for parents- how they can support their child at home (tables / arithmetic focus)
D.	Parental knowledge, understanding and support in reading	All children reading at home (4-5 times a week) / parents using the reading record to comment.  Regular Accelerated Reading quizzing for all children from Year 1.

		Reading workshop to support parents in supporting their child with phonics, early reading and the importance of reading / prompting a love of reading.(N-Y6)
E.	All parents to support home learning, for example, hear their child read on a regular basis. Regularly access to Google classroom or paper-based learning packs during lockdown, shielding or isolation periods	All PP pupils will meet their targets All PP pupils complete homework / home learning tasks.
F	Emotional wellbeing and unsettled family circumstances.	PP attendance will be in line with whole school target Ensure record keeping (CPOMS) are updated with any concerns regarding emotional wellbeing and necessary action taken to support.

#### 5. Planned expenditure

Academic year: 2020-21

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

#### i. Quality of teaching for all

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
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<p>A.Improve speech and language in EYFS</p>	<p>Launchpad for Literacy</p> <p>Further training for staff new into EYFS</p> <p>Small group work to develop speech and language, social interaction and confidence.</p> <p>Adults to constantly model conversation / speech</p> <p>Support by Director of Teaching and Learning (WISE) D, Jeffries.</p>	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. Children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.</p> <p>EEF states that “Early years or early childhood interventions aim to ensure that young children have educational pre-school or nursery experiences which prepare them for school and academic success”.</p>	<p>Ongoing CPD for Launchpad to Literacy. (new staff )</p> <p>Monitor impact of interventions through half termly progress reports.</p> <p>Imct of speaking and listening will improve outcomes for Reading and Writing in EarlyYears.</p> <p>School Targets for Reception will be achieved.</p> <p>Too Simple to collate evidence</p>	<p>EYFS LEAD SR HT</p> <p>Trust Speech and Language Consultant Trust EYFS lead -DJ</p>	<p>Termly progress meetings-December, April, July</p> <p>Lesson observations / book scrutinies during the year.</p>	<p>£2,500</p> <p>£345</p>
<p><b>Intended outcome</b></p>	<p><b>Action</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>	<p><b>Cost</b></p>

<p><b>B</b> Improve fluency for all children in reading in KS1 and KS2 to allow them to confidently develop their comprehension skills</p>	<p><b>Reading</b>          -Audit phonics books.          -Purchase phonic books for older readers.          -WISE Reads CPD          -New staff trained in RWI           -daily RWI delivered to small groups R-Y2           -Accelerated Reader training for staff to improve monitoring of progress.           -Maintain teacher numbers to ensure smaller classes /</p>	<p>Ofsted, Reading by 6, 2010 states that “The diligent, concentrated and systematic teaching of phonics is central to the success of all the schools that achieve high reading standards in Key Stage 1. This requires high quality and expert teaching that follows a carefully planned and tightly structured approach to teaching phonic knowledge and skills. Pupils are given opportunities to apply what they have learnt through reading – including time to read aloud to adults to practise their decoding skills – writing and comprehension of what they are reading.”</p> <p>EEF states the importance of reading comprehension “On average, reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and</p>	<p>-Ongoing CPD throughout the year for projects including Accelerated Reader, Wise Reads, RWI.           -Yearly MAT assessment cycle in place.           -MAT moderation taking place half termly           -Pupil progress meetings to ensure timely and effective intervention for children at risk of falling behind           Internal, peer and external reviews           Monitoring cycle including lesson observations, book look, learning walks.</p>	<p>English Lead / Early Reading lead VB           Wise leader JP           SLT</p>	<p>December 2020           April 2021           July 2021</p>	<p>£6500</p>
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	pure year groups each morning for Reading.	involve activities and texts that provide an effective, but not overwhelming, challenge.”  EEF Research - Reducing class sizes - moderate impact 3+ <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-classsize/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-classsize/</a>				
<b>Rationale</b>	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a> Research shows that on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above). The EEF report, Improving Literacy in KS1 report states that a focus on developing oral language skills is especially important for the development of a range of reading and writing skills in this age group. <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf</a>					
<b>Intended outcome</b>	<b>Action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Cost</b>
Improve fluency-arithmetic /tables to then develop PSRN	Embed the Maths Mastery curriculum using the Whiterose materials  TT rocks	Teaching to mastery challenges the 'more- able' pupils and ensures that lower attaining pupils catch up quickly through fluid intervention. EEF Toolkit states that there is a 5 months gain through	Book scrutinies  Lesson observations (TI, EF)  Termly tracking  Pupil progress meetings	HT  Maths lead- SL  SLT	Sep 2021- ongoing	£5300

<p>The teaching of Maths Mastery from R-Y6 to improve outcomes for all.</p>	<p>-Maintain teacher numbers to ensure smaller classes / pure year groups each morning for Maths.</p>	<p>mastery learning when a high level of success is set.</p> <p>The mastery approach promotes metacognition and self-regulation which have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p>These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <p>EEF states that, "Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who</p>	<p>Evidenced in lesson observations</p>			
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		are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills				
<b>Total budgeted cost</b>						
<b>ii. Targeted Support</b>						
<b>Intended Outcome</b>	<b>Action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	
A.Improve speech and language for PP children in EYFS	<p>Launchpad for Literacy</p> <p>Small group work to develop speech and language, social interaction and confidence.</p> <p>Adults to constantly model conversation / speech</p> <p>1:1 for targeted children</p> <p>Additional support from an SEN trained TA (JW)</p> <p>Speech and language services</p>	<p>Very small group /1:1 support will be used, as stated by the EEF “one to one tuition can be effective, delivering approximately five additional months’ progress on average”</p> <p>In the EEF Attainment Gap 2017 report, it states that professional support and training for early years workers is key. Areas with potential include communication and language approaches; self-regulation strategies; and parental involvement <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a></p>	<p>Ongoing CPD for Launchpad to Literacy. (new staff )</p> <p>Monitor impact of interventions through half termly progress reports.</p> <p>Impact of speaking and listening will improve outcomes for Reading and Writing in EarlyYears.</p> <p>School Targets for Reception will be achieved.</p>	<p>EYFS LEAD SR</p> <p>HT</p> <p>Trust Speech and Language Consultant</p> <p>Trust EYFS lead -DJ</p>	<p>Termly progress meetings-December, April, July</p> <p>Lesson observations / book scrutinies during the year</p>	£5,530

<p><b>B</b> Improve fluency for PP children in reading in KS1 and KS2 to allow them to confidently develop their comprehension skills and reach the expected level and more PP to achieve GD</p>	<p>-Regular meetings with class teachers and SENCO, Eng lead and SLT -daily reading intervention (1:1 reading- tiered support doc) -SENCO to ensure effective deployment of SEN support. (RWI for Y3)</p>	<p>EEF Research <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-pupils-with-sen-and-what-weve-learned-so-far/">https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-pupils-with-sen-and-what-weve-learned-so-far/</a></p>	<p>-Termly SEN reviews -Half termly evaluation of intervention groups -Graded response in place from SENCO to inform decision making -Reports from external agencies - Speech and Language</p>	<p>SENCO - SL  SLT  Class Teachers</p>	<p>December 2020  April 2021  July 2021</p>	

<p>C Improve fluency- arithmetic /tables to then develop PSRN</p> <p>The teaching of Maths Mastery from R-Y6 to improve outcomes for PP children</p>	<p>-New staff trained in ‘Mastery’ approach. -TAs to provide small group intervention during maths in Key Stage 2 -TA to take a “Maths Covid Catch up club” after school for KS2. -TT Rocks</p>	<p>EEF research Moderate impact <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1</a></p> <p>EEF states that, “Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills</p>	<p>-Monitor intervention groups. -Additional interventions to accelerate progress</p>	<p>SLT HT</p>	<p>Baseline September 2020</p> <p>November 2020</p> <p>December 2020</p> <p>February 2021</p> <p>April 2021</p> <p>May 2021</p> <p>June 2021</p>	<p>See previous allocation.</p>
<p><b>iii. Other approaches</b></p>						
<p><b>Intended Outcome</b></p>	<p><b>Action</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>	

<p>D Improve Parental knowledge, understanding and support in reading</p>	<p>Continue to celebrate / promote reading through remote assemblies and certificates</p> <p>Online Oxford Owl reading books</p> <p>Share RWI training clips on google classroom each week for parents and children to watch together</p> <p>“Live teaching” during any periods of isolation</p> <p>Daily stories on google classroom / model storytelling for parents</p>		<p>PP children will make expected / accelerated progress and achieve EXP or GD levels</p> <p>Parents will contribute to reading records</p> <p>Pupil voice- children will talk about reading at home</p>	<p>VB SLT</p>	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p>	<p>£0</p>
<p>E All parents to support home learning, for example, hear their child read on a regular basis. Regular / daily access to Google classroom or paper-based learning packs</p>	<p>Chrome books sent where necessary</p> <p>Daily “live” lessons</p> <p>Use of RWI, Oak Academy and Live lessons</p>	<p><a href="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</a></p>	<p>Weekly calls from teacher to “check in” on wellbeing and learning</p> <p>Children will bring in all work to be collected in “isolation files” or books</p> <p>Parent view / questionnaire to evaluate home learning</p>	<p>SLT</p>	<p>After each period of isolation</p> <p>Assessment weeks</p>	<p>£0</p>

during lockdown, shielding or isolation periods						
F Positive emotional well being / good attendance	-Enrichment week as they return in September -Friends Resilience 10-week Programme to develop social and emotional skills and emotional well-being.	Emotional Strength in Children: A Evaluation of the Fun Friends Program <a href="http://uploads.friendsresilience.org/wp-content/uploads/2016/12/05025846/Pahl-Barrett-2010-Preventing-anxiety...-evaluation-Fun-Friends_AdvancesSchoolMentalHealthPromotion.pdf">http://uploads.friendsresilience.org/wp-content/uploads/2016/12/05025846/Pahl-Barrett-2010-Preventing-anxiety...-evaluation-Fun-Friends_AdvancesSchoolMentalHealthPromotion.pdf</a>	pupil voice staff observations good attendance	SLT	December 2020  April 2021  July 2021	£0
<b>Total budgeted cost</b>						£20,175