

Impact report for 2019/20 Planned Pupil Premium Spend

What is the pupil premium?

The Pupil Premium provides additional funding on top of the main funding a school receives. It is targeted at students from disadvantaged backgrounds to ensure they benefit from the same opportunities as students from less deprived families. From September 2014, the premium will be worth £1,320 and goes to students who at any point in the past 6 years have been in receipt of Free School Meals (FSM); £1,900 goes to any student who has been continuously looked after for the past six months or who has been adopted from care under the Adoption and Children Act 2002 or who has left care under a Special Guardianship or Residence Order; finally £300 goes to students whose parent/parents are currently serving in the armed forces or are in receipt of a pension from the MoD.

Pupil Premium at Horton Grange

At Horton Grange we aim to use the Pupil Premium allocation to support attainment and maximise the children's potential in terms of learning, raised expectations, experiences and readiness for the challenges ahead. At the heart of this and integral to our approach is an expectation of high-quality, innovative teaching, every day. Funding aims to maximise staffing capacity so that the most effective teachers work with those who need it the most and this begins at the earliest stage, with early identification of the barriers to learning the children face. We use findings from high quality, research based evidence including that of the Education Endowment Foundation to help inform the decisions we make, recognising that the biggest impact on the outcomes for disadvantaged children is quality first teaching. Social and emotional development and the wellbeing of all members of our school community is a paramount and ensuring all children have the maximum capacity to learn and thrive is central to not only how finance is allocated but also in every decision made. We aim to ensure that no one is educationally, socially or culturally disadvantaged and we work closely with Children's North East to poverty proof the school day. Teachers are held accountable for outcomes and there is a culture of reflective practise and open dialogue and monitoring to assess the success and impact of actions. Challenging, aspirational targets and the achievement of these are seen as everyone's responsibility. We learn together to be the best we can be.

The allocation for 2019/20 is £212,520

Impact report in light of COVID 19

The impact of the spend is usually assessed using summative data taken from Reception Baseline, KS1 and KS2 Sats and formative data in the interim years. This allows us to see the progress and attainment of pupils in receipt of PP funding and how the interventions and measures put in place have impacted upon them. Due to the suspension of formal testing due to the Coronavirus pandemic this summative data is not available. Any formative data used is effective only until 20th March 2020, the official date when schools closed to the majority of pupils.

Intervention/focus for improvement	Link to school priorities/school development plan INTENT	Rationale	Planned Cost	Impact

<p>EYFS</p>	<p>Targets</p> <p>1.1 To increase the % of children who achieve the ELG in PSED and PD</p> <p>1.2– To increase the % of children who reach the ELG in knowledge and understanding of the world and expressive arts</p> <p>1.3 To increase the % of children who achieve the reading ELG</p> <p>1.4 To increase the % of children who exceed in maths ELG</p>	<ul style="list-style-type: none"> • Talk Boost will continue this academic year and be extended through further investment in Speech and Language games. Intervention delivered 3-4 x weekly small group to target children • Wellcom-a speech and language assessment and delivery tool which is extensively used in early years will also benefit from funding to update current resources. Intervention delivered 3-4 x weekly small group to target children • Nursery Apprentice used to provide sustained and frequent 	<p>£10,000 (including early years PP spend)</p>	<p>Key headlines at key assessment point (summative)</p> <p>GLD ++ evidence of narrowing gap over the year.</p> <p>Improving trend in terms of pp GLD</p> <p>2014 19%</p> <p>2015 36%</p> <p>2016 57%</p> <p>2017 63</p> <p>2018 53 (cohort specific)</p> <p>2019 64</p> <table border="1" data-bbox="1155 592 1789 975"> <thead> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>all</td> <td>36</td> <td>43</td> <td>60</td> <td>67</td> <td>67</td> <td>70</td> </tr> <tr> <td>pp</td> <td>36</td> <td>33</td> <td>57</td> <td>63 *</td> <td>53</td> <td>64</td> </tr> <tr> <td>npp</td> <td>36</td> <td>50</td> <td>62.9</td> <td>69</td> <td>78</td> <td>71</td> </tr> <tr> <td>difference</td> <td>0</td> <td>-17</td> <td>-5.9</td> <td>-6</td> <td>-25</td> <td>-6</td> </tr> <tr> <td>boys</td> <td>21</td> <td>38</td> <td>52</td> <td>62</td> <td>62</td> <td>67</td> </tr> <tr> <td>girls</td> <td></td> <td></td> <td>67</td> <td>71</td> <td>71</td> <td>75</td> </tr> <tr> <td>difference</td> <td></td> <td></td> <td>-15</td> <td>-9</td> <td>-9</td> <td>-8</td> </tr> </tbody> </table>		2014	2015	2016	2017	2018	2019	all	36	43	60	67	67	70	pp	36	33	57	63 *	53	64	npp	36	50	62.9	69	78	71	difference	0	-17	-5.9	-6	-25	-6	boys	21	38	52	62	62	67	girls			67	71	71	75	difference			-15	-9	-9	-8
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- opportunities for 1:1 reading and phonics work
- Resources to support continued development of the environment and provision to support all areas of learning with a particular focus on physical development

Tracking GLD			
on track to achieve ELGs related to GLD	Aut	Spring	Summer Target Revised
all	71		73
pp	65		73 70
npp	73		73 76
gap	-8		0 6
girls	68		70 78
boys	74		74 66
gap	-6		-4 -8

Data capture at point of closure

55% of PP children on track to achieve GLD

This compares to 65% of PP children on track in Autumn 1. This is due to changes in numbers of children eligible for PP and this coincided with some significant attendance concerns with these children.

Completion of Actions

- Talk Boost will continue this academic year and be extended through further investment in Speech and Language games. Intervention delivered 3-4 x weekly small group to target children
- Wellcom-a speech and language assessment and delivery tool which is extensively used in early years will also benefit from funding to update current resources. Intervention delivered 3-4 x weekly small group to target children
- Nursery Apprentice used to provide sustained and frequent opportunities for 1:1 reading and phonics work
- Resources to support continued development of the environment and provision to support all areas of learning with a particular focus on physical development

				<p>CORONAVIRUS</p> <p>Over the period of lockdown, on average 13 children from EYFS have accessed school, mostly on a part-time basis. This is 8% of the total number of children on roll (2YO-R)</p> <p>Work has been set on Tapestry and teachers have kept in touch through this and via phone calls. The phased re-opening of schools initially called for the return of EYFS as a priority. As a school, in order to ensure as much as possible, the safety of children and staff, Reception children will be invited to return on June 15th. Nursery children will continue to receive remote learning through tapestry.</p>																																			
<p><u>THRIVE/THE PLACE Staffing of The Place Training Ongoing CPD</u></p>	<p><u>Personal development and welfare Targets</u></p> <p>8.1 To reduce the number of Time out Cs</p> <p>8.2 To reduce the number of fixed term exclusion</p> <p>8.3 To ensure the thrive approach is used consistently and effectively by all (focus support and lunch staff) to promotes positive behaviour</p>	<ul style="list-style-type: none"> 2 members of staff in The Place full time to deliver interventions both of whom are fully trained Thrive practitioners trained Thrive practitioners in school to support work throughout school with the THRIVE approach Parent Support Officer to be Thrive trained and subsequently train in family Thrive in order to better support parents and families Ongoing CPD for existing members to retain their 	<p>Staffing, Initial training, whole staff CPD and ongoing CPD and resources</p> <p>£60,000</p>	<p><u>TIME OUT C DATA</u></p> <table border="1" data-bbox="1167 531 1850 906"> <thead> <tr> <th>Time out Cs</th> <th>Aut 1</th> <th>Aut 2</th> <th>Spring **</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>27</td> <td>17</td> <td>15</td> <td></td> </tr> <tr> <td>boys</td> <td>12</td> <td>13</td> <td>6</td> <td></td> </tr> <tr> <td>girls</td> <td>4</td> <td>4</td> <td>2</td> <td></td> </tr> <tr> <td>pp</td> <td>11</td> <td>11</td> <td>7</td> <td></td> </tr> <tr> <td>npp</td> <td>5</td> <td>6</td> <td>1</td> <td></td> </tr> <tr> <td>SEN</td> <td>11</td> <td>10</td> <td>5</td> <td></td> </tr> </tbody> </table> <p>These relate to the number of incidents. Overall there has been a reduction in time out Cs. Largely linked to children settling into routines after transition to a new year group. Numbers decreased steadily over time. Training was delivered to KS1 TA's to support their role at lunchtimes and playtimes, a recognised 'flashpoint' for challenging behaviour which then impacted in the classroom.</p> <p><u>FIXED TERM EXCLUSION DATA</u></p>	Time out Cs	Aut 1	Aut 2	Spring **	Summer	All	27	17	15		boys	12	13	6		girls	4	4	2		pp	11	11	7		npp	5	6	1		SEN	11	10	5	
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		<p>qualification (@£120 per person)</p> <ul style="list-style-type: none"> • CPD for support staff / PE apprentice to provide basic understanding of Thrive language with a focus on de-escalation strategies / scenario based • Planned areas and provision on yard to ensure 'safe space' • SLT member on the yard to model on the spot • The Place continue to be accessible for drop ins to support lunch time staff in ensure positive behaviour on the yard • Teaching staff to model Thrive approaches 		<table border="1" data-bbox="1153 199 1825 566"> <thead> <tr> <th>Fixed term exclusions</th> <th>Term 1</th> <th>Context</th> </tr> </thead> <tbody> <tr> <td>No. of pupils</td> <td>3</td> <td>all boys 2 x Y5 1 X Y6</td> </tr> <tr> <td>Total days</td> <td>3.5</td> <td>2 x Y5 persistent disruptive behaviour, refusal, harm to self CYPs involvement / EHCP applications in place / managed moves explored / improvements since exclusion evident 1 x Y6 verbal / physical threats to staff and children (attachment disorder)</td> </tr> </tbody> </table> <p>Completion of Actions</p> <ul style="list-style-type: none"> • 2 members of staff in The Place full time to deliver interventions both of whom are fully trained Thrive practitioners • trained Thrive practitioners in school to support work throughout school with the THRIVE approach • Parent Support Officer to be Thrive trained and subsequently train in family Thrive in order to better support parents and families • Ongoing CPD for existing members to retain their qualification (@£120 per person) • CPD for support staff / PE apprentice to provide basic understanding of Thrive language with a focus on de-escalation strategies / scenario based • Planned areas and provision on yard to ensure 'safe space' • SLT member on the yard to model on the spot • The Place continue to be accessible for drop ins to support lunch time staff in ensure positive behaviour on the yard • Teaching staff to model Thrive approaches <p>CORONAVIRUS</p> <p>In light of coronavirus all thrive practitioners have undertaken training linked to the return of pupils following lockdown and will disseminate key messages to staff on return to school.</p> <p>Further Actions</p> <ul style="list-style-type: none"> • Parent support officer now trained as a thrive practitioner and giving advice to parents linked to emotional wellbeing throughout lockdown 	Fixed term exclusions	Term 1	Context	No. of pupils	3	all boys 2 x Y5 1 X Y6	Total days	3.5	2 x Y5 persistent disruptive behaviour, refusal, harm to self CYPs involvement / EHCP applications in place / managed moves explored / improvements since exclusion evident 1 x Y6 verbal / physical threats to staff and children (attachment disorder)
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				<ul style="list-style-type: none"> • Thrive activities included in work packs. Parents have reported they feel supported. • The Place has had to be closed. 1 member of staff (shielding) has provided Thrive activities for the children to work on in their bubbles. The other member of staff is attached to a bubble where the need is the greatest. • Thrive will continue to be a priority next year and 1 member of staff will extend their training to include the Family Thrive accreditation so we can extend Thrive to the wider community.
<u>Behaviour systems and rewards</u>	<u>Behaviour and Attitudes Targets</u> 8.1 To reduce the number of Time out Cs 8.2 To reduce the number of fixed term exclusion 8.3 To ensure the thrive approach is used consistently and effectively by all (focus support and lunch staff) to promotes positive behaviour	<ul style="list-style-type: none"> • Purchase of epraise online reward system • Merit rewards and experiences • Continued and consistent use of Thrive (referenced below) pupils • Member of SLT responsible for the behaviour and personal welfare 	£3000	<u>Data</u> SIP REPORT-March report-personal development and welfare judged as good See time out C data above. <u>Completion of Actions</u> <ul style="list-style-type: none"> • Purchase of epraise online reward system • Merit rewards and experiences • Continued and consistent use of Thrive (referenced below) pupils • Member of SLT responsible for the behaviour and personal welfare <p>Reward system will continue 1 set of rewards given at the end of the first term. Children buy into the system well and encourages good behaviour and acknowledges the children who are able to follow the HG values.</p> <u>CORONAVIRUS</u> Epraise points were suspended following the planned closure of schools and an alternative reward and sanction system was put in place during the phased re-opening, with the behaviour policy being adapted in light of this. This was to ensure equality between those able to attend school and those not able to be invited back. Due to the closure, rewards were not able to take place but will resume next year Thrive-Due to the fact staff could not circulate between 'bubbles' Thrive practitioner was used to support the most vulnerable child in his bubble, whilst he was attending Thrive activities were disseminated in learning packs and also through advice given to parents during regular catch up by the family liaison and pastoral support officer
<u>Teaching and learning-</u>	<u>CIF: Quality of Education</u>	Build on metacognition work	£1000	<u>PP data headlines</u> Data shows that at key assessment points PP children were on track to reach targets in

<p><u>metacognition focus and diminishing the difference in outcomes for PP children</u></p>	<p>Targets-KS1 and 2 3.1 – To increase the % of pp children who reach expected standard in maths (also focus Year 3) 3.2 – To increase the % who reach the higher standard in Reading, writing and maths (KS1) 3.3 – To increase the % of children who pass the Y2 phonic resit (KS1) 4.1 To increase the % of children who reach expected standard in SPAG so that it is at least in line with national (KS2) 4.2 To increase the % who make expected progress standard in reading (focus 3,4 &5) 4.3 To increase the % who reach higher standard in maths (progress of high prior attainers (focus 3,4 and 5)</p>	<ul style="list-style-type: none"> Targeted staff CPD through staff meeting time Resources linked to metacognition and its development in classrooms Continue to develop Blooms and questioning Develop the children’s resilience through ‘being in the pit’ and training and work around metacognition Training for new staff given by a member of SLT Metacognition work to be developed across and through the curriculum 		<p>the following areas EYFS GLD Year 1 phonics Year 2 reasoning and maths Year 6 maths</p> <p>Areas of development are Year 2 and Year 6 writing, Year 6 reading and SPAG. However, no formal assessments took place (see below) Also National expectations are not available to compare against</p> <table border="1" data-bbox="1153 518 1653 821"> <thead> <tr> <th>Combined</th> <th>Actual 2019</th> <th>Y5 expected standard</th> <th>Baseline July 2016 SAT</th> <th>Aut 1</th> <th>Aut 2</th> <th>Spring 1</th> <th>Target Summer 2</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>74</td> <td>58</td> <td>20</td> <td>24</td> <td>35</td> <td>53</td> <td>71</td> </tr> <tr> <td>Pp</td> <td>74</td> <td>50</td> <td>12</td> <td>12</td> <td>22</td> <td>41</td> <td>62</td> </tr> <tr> <td>Npp</td> <td>74</td> <td>69</td> <td>31</td> <td>39</td> <td>53</td> <td>67</td> <td>81</td> </tr> <tr> <td>boys</td> <td>74</td> <td>46</td> <td>16</td> <td>18</td> <td>24</td> <td>39</td> <td>62</td> </tr> <tr> <td>girls</td> <td>74</td> <td>81</td> <td>30</td> <td>35</td> <td>55</td> <td>80</td> <td>90</td> </tr> </tbody> </table> <p>Pupil premium headlines EYFS GLD Y1 phonics Y2 Reading, Writing, Maths Y6 Reading, Writing, SPAG, Maths</p> <p>Data capture at point of closure</p> <table border="1" data-bbox="1153 1133 2208 1348"> <thead> <tr> <th></th> <th>% of PP children on track (school)</th> <th>% of Non PP children on track (school)</th> <th>In school gap</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td>55</td> <td>80</td> <td>-25</td> </tr> <tr> <td>Year 1 phonics</td> <td>71</td> <td>89</td> <td>-17</td> </tr> </tbody> </table>	Combined	Actual 2019	Y5 expected standard	Baseline July 2016 SAT	Aut 1	Aut 2	Spring 1	Target Summer 2	All	74	58	20	24	35	53	71	Pp	74	50	12	12	22	41	62	Npp	74	69	31	39	53	67	81	boys	74	46	16	18	24	39	62	girls	74	81	30	35	55	80	90		% of PP children on track (school)	% of Non PP children on track (school)	In school gap	GLD	55	80	-25	Year 1 phonics	71	89	-17
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KS1 reading	73	72	+1
Greater depth	23	40	-17
KS1 writing	73	77	-4
Greater depth	9	24	-13
KS1 maths	73	85	-12
Greater depth	23	36	-13
KS2 reading	72	89	-17
Greater depth	22	48	-26
KS2 writing	83	89	-6
Greater depth	16	37	-21
KS2 maths	69	89	-20
Greater depth	13	41	28

Gaps are most significant with EYFS and greater depth in KS2. KS2 cohort specific overlap with SEND and PP explain some of this gap but more needs to be done to target these children earlier. Data shows that the gaps typically narrow more in the latter half of the academic year and PP children catch up in the summer term when they consolidate knowledge and concepts.

Completion of actions

- Targeted staff CPD through staff meeting time
- Resources linked to metacognition and its development in classrooms
- Continue to develop Blooms and questioning
- Develop the children's resilience through 'being in the pit' and training and work around metacognition
- Training for new staff given by a member of SLT
- Metacognition work to be developed across and through the curriculum

Actions highlighted in yellow will continue next year as started but not embedded therefore the impact cannot be judged

				<p>CORONAVIRUS</p> <p>Due to the closure of schools summative test data is not available and the year was not completed by most children therefore the overall impact for this year is difficult to judge. More accurate judgement as to the impact of previous metacognition work will be seen on return in September when we will be able to see if the children have returned previously taught skills and knowledge</p> <p>Target will continue next year and evidence on progress will be taken from starting points ascertained on return in September.</p>												
<p><u>Trips (including residential) and memorable experiences.</u></p>	<p>Targets</p> <p>7.4 To develop cultural capital through the curriculum through defining, planned knowledge, skills and rich experiences</p> <p>12.1 To further develop learning around the work of work and future aspirations and employment.</p> <p>12.2 To devise a programme of rich experiences for children at HG (cultural capital)</p> <ul style="list-style-type: none"> Develop opportunities to read and write across the curriculum and ensure 	<p>PP children subsidised for cost of trips</p> <p>FSM children pay only £20 (deposit)</p> <p>PP children to pay half</p> <p>Ensure key knowledge is mapped out in draft curriculum maps</p> <p>Match progression in skills to subject curriculum map</p> <p>Develop a planned map of rich experiences linked to curriculum, needs of children, HG values, locality and heritage linked to vocabulary in context.</p> <p>Provision map for PP children to ensure they have equality of experience</p> <p>Introduce class visits chronology to develop through school (photo album) and refer back to.</p> <p>Ensure visits are targeted and planned to maximize intended impact / cultural capital</p>	<p>£15,000</p>	<p>Visits that have taken place prior to lockdown</p> <table border="1"> <thead> <tr> <th>Visit</th> <th>Focus</th> </tr> </thead> <tbody> <tr> <td>Y5 Able writers</td> <td>Priority liked – outcomes for more able</td> </tr> <tr> <td>Y6 Hawse End Residential</td> <td>HG values linked – new experiences</td> </tr> <tr> <td>Y3/4 Able Maths</td> <td>Priority liked – outcomes for more able</td> </tr> <tr> <td>Y1 Blue Reef</td> <td>Curriculum in context / vocabulary link</td> </tr> <tr> <td>Digital leaders</td> <td>Quality of education - computing</td> </tr> </tbody> </table>	Visit	Focus	Y5 Able writers	Priority liked – outcomes for more able	Y6 Hawse End Residential	HG values linked – new experiences	Y3/4 Able Maths	Priority liked – outcomes for more able	Y1 Blue Reef	Curriculum in context / vocabulary link	Digital leaders	Quality of education - computing
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	<p>these are planned for-use of trips to provide quality experiences that can be written about. Extend understanding of vocabulary linked to topics through experiences.</p> <ul style="list-style-type: none"> Ensure children have experiences that enrich both the school curriculum and also celebrate their local environment, history and heritage so they can 	<p>Develop links with local expertise such as the Blyth Hub</p> <p><u>Visits linked to curriculum and developing cultural capital</u></p> <p><u>Year 1</u> Blue Reef Aquarium (curriculum focus-animals) Beach/Lighthouse and ASDA Beamish Nurse visit (in school) Forest School</p> <p><u>Year 2</u> Plessey Woods Cowpen Road Visit a Local Church (Cultural development) Fire Engine (safety and respect in the community) Alnwick Castle (local heritage, historical link) Kirkley Hall (science focus) Clean Blyth Beach (environmental focus) Beamish – Transport Visit to Newcastle – Discovery Museum</p> <p><u>Year 3</u> Marsden Rock (coastal changes over time and impact of environmental change) Falconry (Visitor)</p>		<table border="1"> <thead> <tr> <th>Visit</th> <th>Focus</th> </tr> </thead> <tbody> <tr> <td>Y5 Beamish</td> <td>History curriculum (Victorians)</td> </tr> <tr> <td>Y1 Beamish</td> <td>History curriculum (toys in the past)</td> </tr> <tr> <td>Y6 Able maths</td> <td>Priority liked – outcomes for more able</td> </tr> <tr> <td>Y5 mini police to Bedlington Police Station</td> <td>Personal development HG value linked (respectful, new experiences)</td> </tr> <tr> <td>Y6 Blyth Battery</td> <td>History curriculum (World War II)</td> </tr> <tr> <td>Y5 Green Power Car Build</td> <td>STEM / Engineering</td> </tr> </tbody> </table>	Visit	Focus	Y5 Beamish	History curriculum (Victorians)	Y1 Beamish	History curriculum (toys in the past)	Y6 Able maths	Priority liked – outcomes for more able	Y5 mini police to Bedlington Police Station	Personal development HG value linked (respectful, new experiences)	Y6 Blyth Battery	History curriculum (World War II)	Y5 Green Power Car Build	STEM / Engineering	<p><u>Completion of actions</u></p> <ul style="list-style-type: none"> Ensure key knowledge is mapped out in draft curriculum maps Match progression in skills to subject curriculum map Develop a planned map of rich experiences linked to curriculum, needs of children, HG values, locality and heritage linked to vocabulary in context. Provision map for PP children to ensure they have equality of experience Introduce class visits chronology to develop through school (photo album) and refer back to. Ensure visits are targeted and planned to maximize intended impact / cultural capital Develop links with local expertise such as the Blyth Hub <p><u>Impact</u> Continues to be a crucial part of providing and supporting a rich curriculum regardless of economic circumstances. This year’s impact will naturally be lessened due to the cancellation of visits and the reduced time children have spent in school. Further work needs to be done on completion of cultural capital document (underway) and world of work for UKS2 (not started)</p> <p><u>CORONAVIRUS</u></p>
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	<p>speak and reflect knowledgeably and meaningfully about it.</p> <ul style="list-style-type: none"> Develop consistent high levels of respect when outside in the community 	<p>Mosque (cultural development) Great North Museum (historical focus-Ancient Egypt) Visitor: Northumberland Young Farmers (understanding our local, cultural and farming heritage) Forest School Woods visit Glendale Show Year 4 Synagogue (cultural development) Arbeia/Vindolanda (History focus) Box of delight outreach (History) Centre for Life (Science focus) Gateshead sculpture trail (Art) Year 5 Blyth Port-Link to DT curriculum Great North Museum – planetarium/ Centre for life planetarium (Space camp) Beamish Edinburgh/London residential Bugs ‘n’ Stuff visitor River Aln trip</p>		<p>The Year 5 Edinburgh residential was underway when restrictions began to be imposed and the visit was terminated early to ensure the safety of all. The Year 4 residential visit to Dukes House Wood was cancelled. Future visits will be determined by government restrictions and the phased re-opening of venues and attractions. Should visits be able to be resumed in 2020/21 there will be a continued focus on supporting the curriculum, language development and supporting the Horton Grange values that are integral to all areas of learning and school life.</p>
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		<p>Year 6 Blyth Battery (WW2 link) Stem conference for Year 6 (Girls Into Stem)</p> <p>Residential programme</p> <ul style="list-style-type: none"> ● Year 4-Kingswood- 3 days ● Year 5-Edinburgh- 3 days ● Year 6-Hawse End- 3 days 		
<p>Development of maths across school and outcomes in maths for PP children</p>	<p>Targets</p> <p>1.4 To increase the % of children who exceed in maths ELG</p> <p>3.1 To increase the % of pp children who reach expected standard in maths in KS1 (Also focus Year 3)</p> <p>3.2 To increase the % who reach the higher standard in Reading, writing and maths</p> <p>4.3 To increase the % who reach higher standard in maths at KS2 (progress of high prior attainers (focus 3,4 and 5)</p>	<ul style="list-style-type: none"> ● Ongoing CPD and resources linked to developing concrete understanding through to mastery. Bridging the gap between concrete and abstract through bar modelling approaches ● External CPD linked to White Rose maths and mastery approach to ensure all staff have the subject knowledge and approach to 	<p>£4000</p>	<p>Pupil premium headlines</p> <p>EYFS GLD Y1 phonics Y2 Reading, Writing, Maths Y6 Reading, Writing, SPAG, Maths</p> <p>Clear impact of a sustained focus on maths over the last 4 years and the year on year upward trend</p> <p>Completion of Actions</p> <ul style="list-style-type: none"> ● White Rose implemented in Reception ● Maths CPD linked to White Rose and developing the mastery approach undertaken by some members of staff and disseminated through staff meetings ● Further resources purchased to support concrete understanding ● Ongoing CPD and resources linked to developing concrete understanding through to mastery. Bridging the gap between concrete and abstract through bar modelling approaches ● External CPD linked to White Rose maths and mastery approach to ensure all staff have the subject knowledge and approach to maximise learning and retention ● Yearly subscription to Times Table Rockstars to boost basic skills and ensure children are

- maximise learning and retention
- Yearly subscription to Times Table Rockstars to boost basic skills and ensure children are ready for newly introduced testing of times tables at the age of 9
 - Further resources linked to White Rose Maths
 - Year 6 maths taught in small classes to target provision (2 x SLT members of staff) 5 sessions per week-Year 6 and Year 4 focus
 - Able maths days targeting PP children (higher standard)

ready for newly introduced testing of times tables at the age of 9

- Further resources linked to White Rose Maths
- Year 6 maths taught in small classes to target provision (2 x SLT members of staff) 5 sessions per week-Year 6 and Year 4 focus
- Able maths days targeting PP children (higher standard)

Data

Year 2

Expected standard pp	Reading	Writing	Maths
School 2019	77 (+0)	73 (+10)	73 (-5)
School 2018	77 (+10)	63 (+5)	77 (+12)
School 2017	67 (+5)	58 (+3.5)	65 (+7)
School 2016	62	54.5	58

Standards are improving year on year in reading and writing with a general improving trend in maths (slight dip in 2019). Differences with others nationally are typically diminishing over time.

Year 2 targets

Y2	all	pp	npp	girls	boys
Reading	80	85	77	84	76
Writing	74	70	77	76	71
Maths	76	75	80	76	76

Impact

Year 2 target for maths (which were expected to be met) show an improving picture following last years dip. This will continue to be a focus next year as with the exception of key worker and vulnerable children Year 2 are not expected back in school before the

end of the academic year.

Data-End of KS2

Year 6 pp

Outcomes for disadvantaged over time

	School 2016	School 2017	School 2018	School 2019	pp progress	National all progress
Reading	52	69	73	78	0.53	+0.03
Writing	71	65	81	83	+2.16	+ 0.03
Maths	62	69	85	87	+2.63	+ 0.03
Combined	43	62	65	74	Nationally 47% of fsm chn achieved combined measure	

Outcomes for disadvantage are improving over time in all individual areas. In 2019 there is no in school difference in reading or combined. In maths pp exceed npp and writing differences are minimal.

Targets (expected to be at least met-Sats were suspended this year)

Maths	Actual 2019	Y5 expected standard	Baseline July *Y6 2016 SAT	Aut 1	Aut 2	Spring 1	Target Summer 2
All	84	73	24	31	43	71	80
pp	87	65	15	18	34	63	73
npp	82	85	35	43	54	82	89
boys	85	64	21	23	34	62	72
girls	83	91	30	45	60	90	95

Impact

There is a strong improving trend in KS2 reflecting the pattern across school with maths. Mastery approach is developing and the strong focus on the fluency of the subject through arithmetic and times tables continues to impact positively on the children's ability to automatically recall basic maths facts and in turn use these to access more complex problem solving. Focused teaching in Year 6 by SLT and the extra capacity this provides to allow for more targeted intervention adds to the growing positive picture, especially for PP children who exceeded non PP last year.

GREATER DEPTH STANDARD

Targets for % working at greater depth 2019/20

KS1

	Outcomes 2019			Targets 2020		
	all	pp	npp	all	pp	npp
Reading	18	19	18	22	20	23
Writing	15	12	13	20	20	19
Maths	17	15	18	22	15	28

				<p>Impact This will continue to be a focus next year as the target for PP GDS by the end of the year was the same as last year. Impact not fully clear.</p> <p>KS2</p> <table border="1" data-bbox="1160 395 2175 587"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Outcomes 2019 (previous cohort)</th> <th colspan="3">Target 2020</th> </tr> <tr> <th>all</th> <th>pp</th> <th>npp</th> <th>all</th> <th>pp</th> <th>npp</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26</td> <td>17</td> <td>30</td> <td>25</td> <td>18</td> <td>35</td> </tr> <tr> <td>Writing</td> <td>30</td> <td>17</td> <td>41</td> <td>25</td> <td>18</td> <td>35</td> </tr> <tr> <td>Maths</td> <td>18</td> <td>22</td> <td>15</td> <td>24</td> <td>15</td> <td>35</td> </tr> <tr> <td>SPAG</td> <td>34</td> <td>30</td> <td>33</td> <td>36</td> <td>24</td> <td>50</td> </tr> </tbody> </table> <p>Impact As with KS1 this will continue to be a focus next year as the target for PP GDS by the end of the year was the same as last year. Impact not fully clear. Greater depth interventions had just started when school closed, therefore the picture is incomplete.</p> <p><u>CORONAVIRUS</u> White Rose maths continued to be used throughout the pandemic through online learning with the purchase of premium resources being crucial to children completing work linked to the online videos. Further practice was given to Year 6 through the purchase of CGP target practice books which all children received TT rockstars continued to be accessed by some children throughout With the phased reopening of school teachers fed back that it was the fluency of maths that had been more successfully maintained and this will form part of the initial assessment on return</p>		Outcomes 2019 (previous cohort)			Target 2020			all	pp	npp	all	pp	npp	Reading	26	17	30	25	18	35	Writing	30	17	41	25	18	35	Maths	18	22	15	24	15	35	SPAG	34	30	33	36	24	50
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SPAG	34	30	33	36	24	50																																							
<p><u>Development of Phonics</u></p>	<p><u>Target</u> 2.0 – To increase the % of children who pass the year 1 phonic test so that outcomes are above</p>	<ul style="list-style-type: none"> Staff development/training for staff delivering RWI including the 	<p>£2000</p>	<p><u>PHONICS DATA</u> High quality provision will ensure targets are met Staffing capacity allows for high child / adult ratio Nov 19 – on track for revised targets (amended due to intakes and changes in make up of PP group)</p>																																									

national
3.3 To increase the %of children who pass the Y2 phonic resit

additional training of new staff to ensure consistency and children leaving Year 1 have the necessary fluency to continue as readers

- Update of RWI resources

Y1 phonics

%	Targets	Baseline	Aut	Spring
all	90	67	68	
pp	77	46	54	
npp	89	73	74	
Pp/npp gap	-22	-27	-20	
boys	88	68	60	
girls	91	67	73	
b/g gap	+4	-1	-13	

improvements for pp and girls – blending is the barrier presently.
 Focus boys

Data capture at point of closure

71% of PP children on track at point of closure in March (increase of 16% on Autumn 1 data capture)

Completion of Actions

- Staff development/training for staff delivering RWI including the additional training of new staff to ensure consistency and children leaving Year 1 have the necessary fluency to continue as readers
- Update of RWI resources RWI development programme (see below for feedback)
- Modelling by member of SLT and continued support for the teacher's and TAs with early reading
- Timely intervention, regular assessments and movement of children within groups to allow for accelerated progress.
- Purchase of new books linked to their phonic level to support home reading

Impact

++ improvements in teaching early reading. Feedback from RWI development day was positive.

				<p>What a productive and brilliant day we have had today at Horton Grange.</p> <p>I have seen a noticeable change in the teaching of phonics and literacy through Read Write Inc. As a result of your leadership, support and coaching Sarah, teaching has improved dramatically and progress can be seen in all groups. This is also being reflected in your data. Development Days have been crucial to ensure this momentum continues. It is perfectly possible to achieve 90%+ in the PSC next year, and the one to one work we did today will really help to make this possible.</p> <p>CORONAVIRUS Yearly phonics test was suspended and did not take place. Year 1 were invited back to school on 8/6/20. 21/60 (35%) children attended and phonics was delivered to those children.</p> <p>Early Reading will need to be prioritised next year to ensure those that have not had access to rigorous and regular phonics teaching and regular reading at home catch up.</p>																																																
<p>Continued development reading across school-Learning to Read and Reading to Learn</p>	<p>Target 4.2 To increase the % who make expected progress standard in reading (focus 3,4 &5)</p> <p>To further increase the profile of reading at HG and build on previous school improvement work</p> <ul style="list-style-type: none"> To increase reading opportunities across the curriculum 	<ul style="list-style-type: none"> Reciprocal reading programme continued and ongoing training Continued purchase of high quality books to develop children's reading ability beyond decoding including reading books matched to phonic ability and books that support the wider curriculum Continuation of 	<p>£15,000</p>	<p>Data</p> <p>Outcomes for disadvantage are improving over time in all individual areas. In 2019 there is no in school difference in reading or combined. In maths pp exceed npp and writing differences are minimal.</p> <p>Reading Plus progress data-from September 2019 to March 2020</p> <p>Reading Progress by Year</p> <table border="1" data-bbox="1160 1002 2056 1209"> <thead> <tr> <th>Year</th> <th>Enrolled</th> <th>Assessed</th> <th>Active</th> <th>Avg Reading Lessons (SR)</th> <th>Avg Guided Rate Gains (wprm)</th> <th>Avg Level Gains</th> <th>% At/Close to Year</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>61</td> <td>57</td> <td>54</td> <td>16.4</td> <td>9</td> <td>0.3</td> <td>19%</td> </tr> <tr> <td>4th</td> <td>59</td> <td>59</td> <td>59</td> <td>74.2</td> <td>56</td> <td>1.9</td> <td>49%</td> </tr> <tr> <td>5th</td> <td>55</td> <td>52</td> <td>51</td> <td>65.2</td> <td>55</td> <td>1.8</td> <td>29%</td> </tr> <tr> <td>6th</td> <td>58</td> <td>57</td> <td>57</td> <td>48.7</td> <td>45</td> <td>1.8</td> <td>46%</td> </tr> <tr> <td>Totals</td> <td>233</td> <td>225</td> <td>221</td> <td>51.4</td> <td>41</td> <td>1.5</td> <td>36%</td> </tr> </tbody> </table> <p>Completion of Actions</p> <ul style="list-style-type: none"> Reciprocal reading programme continued and ongoing training. Reciprocal reading training delivered to staff through staff meetings and seen in observations-will continue next year 	Year	Enrolled	Assessed	Active	Avg Reading Lessons (SR)	Avg Guided Rate Gains (wprm)	Avg Level Gains	% At/Close to Year	3rd	61	57	54	16.4	9	0.3	19%	4th	59	59	59	74.2	56	1.9	49%	5th	55	52	51	65.2	55	1.8	29%	6th	58	57	57	48.7	45	1.8	46%	Totals	233	225	221	51.4	41	1.5	36%
Year	Enrolled	Assessed	Active	Avg Reading Lessons (SR)	Avg Guided Rate Gains (wprm)	Avg Level Gains	% At/Close to Year																																													
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		<p>Lexia reading programme to build basic skills</p> <ul style="list-style-type: none"> • Purchase of Reading Plus intervention for PP children who may not reach the expected standard 		<ul style="list-style-type: none"> • Continued purchase of high quality books to develop children’s reading ability beyond decoding including reading books matched to phonic ability and books that support the wider curriculum • Purchase of Reading Plus intervention for PP children who may not reach the expected standard-Used for ALL not just PP children • Lexia continued to build fluency in Year 3 for children not ready for Reading Plus (Many children not ready for the programme initially and this impacted on progress) • Reading across the curriculum continued to be prioritised (evidenced through curriculum design and delivery) and lesson observations <p>Data capture at point of closure KS1-73% of PP children on track with reading KS2-72% of PP children on track with reading</p> <p>Impact Reading Plus shows a significant impact on reading fluency. 2 benchmark tests were completed and showed that it was starting to impact on WPM (words per minute) and proficiency (which takes into consideration WPM and comprehension)</p> <p>Coronavirus Reading Plus continued to be accessed by some children in Year 4,5,6 although take up was very sporadic and reflected the take up of online learning in general</p>																																
<p>Development of writing throughout school</p>	<p>Quality of Education Targets 6.1 To embed a consistent approach to the teaching of spelling, handwriting, vocabulary, grammar and punctuation so that fluency does so not hinder progress.</p>	<ul style="list-style-type: none"> • CPD-continued CPD (external and internal) to develop subject knowledge and expertise. CPD to include TA’s who deliver RWI programme • Able writer’s days delivered by Authors Abroad 	<p>£6000</p>	<p>Data End of KS1 Targets 2019/20 74% of Year 2 PP targeted to achieve EXS in reading</p> <p>Tracking Year 2</p> <table border="1" data-bbox="1151 1090 2136 1358"> <thead> <tr> <th>Y2 pp</th> <th>Baseline Y1 exp std</th> <th>Aut</th> <th>Sp1</th> <th>Sum</th> <th>Actual 2020</th> <th>Expected progress</th> <th>Above expected progress</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>70</td> <td>59</td> <td>73</td> <td></td> <td></td> <td>91</td> <td>18</td> </tr> <tr> <td>Writing</td> <td>55</td> <td>50</td> <td>59</td> <td></td> <td></td> <td>86</td> <td>45</td> </tr> <tr> <td>Maths</td> <td>65</td> <td>64</td> <td>73</td> <td></td> <td></td> <td>91</td> <td>32</td> </tr> </tbody> </table>	Y2 pp	Baseline Y1 exp std	Aut	Sp1	Sum	Actual 2020	Expected progress	Above expected progress	Reading	70	59	73			91	18	Writing	55	50	59			86	45	Maths	65	64	73			91	32
Y2 pp	Baseline Y1 exp std	Aut	Sp1	Sum	Actual 2020	Expected progress	Above expected progress																													
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		<p>with a particular focus on more able PP children and boys</p> <ul style="list-style-type: none"> • Purchase of class based resources to help support the development of basic skills (Nelson Handwriting, Spelling Shed) 		<p>End of KS2 Targets 2019/20 73% of Year 6 PP children targeted to reach EXS in writing by the end of KS2</p> <p>Tracking Year 6</p> <table border="1"> <thead> <tr> <th>Writing</th> <th>Actual 2019</th> <th>Baseline Y5 expected standard</th> <th>n/a</th> <th>Aut 1</th> <th>Aut 2 On track</th> <th>Spring 1 On track</th> <th>Spring 2 On track</th> <th>Summer 1</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>86</td> <td>63</td> <td></td> <td>44</td> <td>47</td> <td>71</td> <td>80</td> <td></td> </tr> <tr> <td>PP</td> <td>83</td> <td>59</td> <td></td> <td>33</td> <td>34</td> <td>62</td> <td>72</td> <td></td> </tr> <tr> <td>NPP</td> <td>89</td> <td>69</td> <td></td> <td>58</td> <td>62</td> <td>81</td> <td>89</td> <td></td> </tr> </tbody> </table> <p>Impact Books show progress from end of Year 5 Targets met except boys. In this group there are 12 boys, 10 on SEND register and 2 placed at the PRU for extended periods of time. Of this group 3 children have not met target including the 2 pupils at the PRU and 1 pupil with significant attendance concerns and CYPs involvement. Overlap with pp / boys and SEND School improvement work done in 2017/18 on writing has been sustained but there is a feeling that more work needs to be done to support staff with developing their knowledge about the process of planning for and facilitating a unit of work. Fluency in writing has not been developed as successfully as fluency in reading and maths and this will be a continued priority next year</p>	Writing	Actual 2019	Baseline Y5 expected standard	n/a	Aut 1	Aut 2 On track	Spring 1 On track	Spring 2 On track	Summer 1	All	86	63		44	47	71	80		PP	83	59		33	34	62	72		NPP	89	69		58	62	81	89	
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<p>Attendance rewards and tracking (continued focus)</p>	<p>Targets 7.1 To increase overall attendance so that it is above 96% 7.2 To reduce PA for the disadvantaged group</p>	<ul style="list-style-type: none"> • Continue to engage key families • Develop links with family gateway, Leading Link and the Laurel Trust • Member of SLT responsible for attendance to drive initiatives and track progress • Attendance 	<p>£3000</p>	<p>Data</p> <table border="1"> <thead> <tr> <th>%</th> <th>Sum 19</th> <th>A1*</th> <th>A2</th> <th>SP1</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>95.36</td> <td>97</td> <td>94.7</td> <td>95.01</td> </tr> <tr> <td>PP</td> <td>95</td> <td>98</td> <td>94.7</td> <td>94.8</td> </tr> <tr> <td>NPP</td> <td>96</td> <td>96</td> <td>94.7</td> <td>95.2</td> </tr> <tr> <td>SEND</td> <td>94.4</td> <td>97</td> <td>93.2</td> <td>94.1</td> </tr> </tbody> </table> <p>Actions</p> <ul style="list-style-type: none"> • Continue to engage key families • Develop links with family gateway, Leading Link and the Laurel Trust (project discounted) 	%	Sum 19	A1*	A2	SP1	ALL	95.36	97	94.7	95.01	PP	95	98	94.7	94.8	NPP	96	96	94.7	95.2	SEND	94.4	97	93.2	94.1											
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		<p>tracking of key children, families and groups</p> <ul style="list-style-type: none"> ● Termly 100% attendance awards ● Yearly 100% attendance trip ● 'Asda' vouchers termly rewards for children above 95% and most improved attendance ● Weekly stickers for children who have attended all week ● Link to epraise merit system ● family liaison and pastoral support officer to support with attendance and organise events with the outside agencies to support families and impact on attendance 		<ul style="list-style-type: none"> ● Member of SLT responsible for attendance to drive initiatives and track progress ● Attendance tracking of key children, families and groups ● Termly 100% attendance awards ● Yearly 100% attendance trip ● 'Asda' vouchers termly rewards for children above 95% and most improved attendance ● Weekly stickers for children who have attended all week ● Link to epraise merit system ● family liaison and pastoral support officer to support with attendance and organise events with the outside agencies to support families and impact on attendance <p>Impact There was positive start to the academic year . Illnesses (widespread norovirus-country wide) in Aut 2 have significantly impacted on overall attendance. School shared guidance of public health on how to reduce spread of infection. Capture at the end of Jan has not yet improved to standard of Aut 1 – will take time due to drop in Aut 2.</p> <p>Coronavirus Huge impact on attendance Planned closure of schools 20.3.2020 Week beginning 16.3.2020-significant absence due to coronavirus fears and anticipation of national lockdown Schools open for key workers/vulnerable only-advice from govt-if you can stay at home-do All attendance fining procedures for PA suspended until September 2020 Phased reopening of schools from 1.6.20-planned approach by school-Year 6, then Year 1, then Reception. Following this further key children were invited back Week beginning 6/7/20-123 children back in school</p> <p>School remained open throughout lockdown including Easter holidays and bank holidays for key worker and vulnerable. Blended learning (packs and online) was provided throughout.</p> <p>Moving forward when schools open fully in September fines are being reintroduced by govt and this signals the expectation that all children will be expected to attend. Attendance will be key to providing catch up.</p>
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<p><u>Staff member responsible for PP</u></p>	<p><u>Continue to raise the attainment of PP children so that the differences with others nationally diminish at key assessment points</u></p> <ul style="list-style-type: none"> ● increase outcomes for PP children in all areas ● Increase the % of PP children working at greater depth in all areas ● Ensure consistency of basic skills such as spelling, punctuation, handwriting, mathematical fluency and reasoning 	<ul style="list-style-type: none"> ● Year 6 (56%PP) taught in small targeted groups to ensure all PP children make at least expected progress ● SATs booster groups from Spring 1 (reading, SPAG and maths) ● Continued coaching/support to ensure consistency and development of first quality teaching ● Year 4 (55% PP) maths (16 children) taught daily (5 x 1hr sessions per week) to accelerate progress and ensure they reach expected standard by end of KS2 	<p>£45,000</p>	<p>Data See KS2 maths data for children on track to reach expected standard</p> <p>Actions</p> <ul style="list-style-type: none"> ● Year 6 (56%PP) taught in small targeted groups to ensure all PP children make at least expected progress ● SATs booster groups from Spring 1 (reading, SPAG and maths) ● Continued coaching/support to ensure consistency and development of first quality teaching ● Year 4 (55% PP) maths (16 children) taught daily (5 x 1hr sessions per week) to accelerate progress and ensure they reach expected standard by end of KS2 <p><u>Impact</u></p> <p><u>Year 6</u> Year 6 on track to reach expected standard target except for 1 child (PP/SEND) Improvement on last seen in GDS (focus boys) No national data to compare and SATs not done</p> <p><u>Year 4</u> 5/17-less than expected progress-where progress was less than expected children had significant SEND and made progress against small step targets 6/17-expected progress 6/17-above expected progress</p> <p><u>Coronavirus</u> EEF has predicted that the impact of coronavirus could potentially negate the gains made by disadvantaged children during the last 10 years. Uptake for vulnerable families of a school place during the pandemic was very low. Regular contact (weekly and sometimes daily) was kept up throughout lockdown. Impact of coronavirus will not be able to be fully judged until the children will return in September</p>
<p><u>Increased management</u></p>	<p><u>Leadership and management</u></p>	<ul style="list-style-type: none"> ● Deputy Head Teacher delivering 	<p>£8000</p>	<p>Data Actions</p>

<p><u>capacity to provide additional interventions, support, coaching and allowing for small classes</u></p>	<p><u>Targets</u> 13.3 Develop the role of the Literacy and Numeracy leads so that they have an accurate view of strengths and weaknesses in their subject standards achieved and are effective in bringing about school improvement priorities. 13.4 Develop the role of the subject leader in foundation subjects linked to the revised curriculum so that they impact on the quality of education and are confident with the 'deep dive model'. 13.5 Ensure that subject leaders and teachers are confident with the curriculum intent for the subject and the act to ensure implemented effectively.</p>	<p>maths to Year 6 (small group) every morning to ensure accelerated progress (2 hours per day including interventions)</p> <ul style="list-style-type: none"> ● SENCO delivering RWI phonics and 1:1 sessions ● Targeted maths groups (referenced in spend above) 	<p>£6000</p>	<ul style="list-style-type: none"> ● Deputy Head Teacher delivering maths to Year 6 (small group) every morning to ensure accelerated progress (2 hours per day including interventions) ● SENCO delivering RWI phonics and 1:1 sessions <p>Targeted maths groups (referenced in spend above)</p> <p><u>Impact</u> Literacy and numeracy teams have begun to embed and are beginning to have an impact on wider standards although this will continue next year. The roles of the foundation subject leaders have improved and deep dives have been carried out in history/geography and computing. This ran alongside the production of the triple I document they produced. They have reflected this has been a useful process and has improved their knowledge and understanding of the curriculum-this in turn is beginning to positively impact on what the children know and remember. This will need to continue next year</p> <p><u>Coronavirus</u> Due to the pandemic the full year was not completed, part of the curriculum not delivered and therefore the full impact of the new roles not felt. This will continue next year</p>
<p><u>Staff member-family liaison and</u></p>	<p><u>Personal Development</u></p>	<ul style="list-style-type: none"> ● Liaising with parents in terms of 	<p>£31,000</p>	<p>Data Actions</p>

<p><u>pastoral support officer</u></p>	<p>Targets 11.3 To involve parents of children on Thrive action plans in using Thrive approaches at home. 11.4 To improve provisions in school to support mental health and well-being</p>	<p>supporting their children.</p> <ul style="list-style-type: none"> ● attendance and referrals to EWO ● family support ● referrals to the Blyth HUB ● safeguarding, EHA lead professional ● supporting children with social and emotional difficulties in conjunction with The Place. ● Become a Thrive practitioner and undergo family Thrive training in order to better support parents and families ● Running parent workshops and parent forums ● Maintain links with participants of the Laurel trust and Leading Link ● Begin to lead family Thrive 	<ul style="list-style-type: none"> ● Liaising with parents in terms of supporting their children. ● attendance and referrals to EWO ● family support ● referrals to the Blyth HUB ● safeguarding, EHA lead professional ● supporting children with social and emotional difficulties in conjunction with The Place. ● Become a Thrive practitioner and undergo family Thrive training in order to better support parents and families ● Running parent workshops and parent forums ● Maintain links with participants of the Laurel trust and Leading Link <p>Begin to lead family Thrive workshop as part of parent forum programme</p> <p><u>Impact</u></p> <p>The family liaison and pastoral support officer continues to provide a key role in school in terms of safeguarding, supporting families, helping to drive attendance and in her newly acquired role as a Thrive practitioner. She is the initial point of contact for all our parents and has a vast knowledge of how best to support them, whether it be through informal support, parent forums or more formal avenues such as EHAs. She liaises with a wide variety of outside agencies including children's services, housing, food banks, CYPS and Sure Start. Safeguarding is judged as effective Parents speak positively about school</p> <p><u>Coronavirus</u></p> <p>During the pandemic regular contact remained with not only the most vulnerable families identified by CS but also all the families we see as potentially needing considerable support. This could be fortnightly, weekly or sometimes daily and happened right from the start of lockdown</p>
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		workshop as part of parent forum programme		
<u>Breakfast Club Places</u>	<u>Personal development,</u> <u>Targets:</u> Improve overall attendance and reduce persistent absenteeism.	<ul style="list-style-type: none"> Breakfast club places subsidised for PP children in order to positively impact on attitudes to learning and attendance 	£500	<p><u>Data</u> 113 children are registered to attend breakfast club Approximately 50% of these are PP children</p> <p><u>Completion of actions</u></p> <ul style="list-style-type: none"> Breakfast club places subsidised for PP children in order to positively impact on attitudes to learning and attendance <p>Breakfast club continued to provide places for all children and targeted families could access breakfast club for free in a drive to improve attendance.</p> <p><u>Impact</u> Some success has been seen with key families where breakfast club has positively impacted on attendance although this is sporadic</p> <p><u>Coronavirus</u> Breakfast club ceased to run throughout the pandemic</p>
<u>Development of skills beyond the curriculum- enrichment clubs</u>	<u>Personal development-</u> to ensure that all children have access to and engage in a curriculum that extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents <u>Target</u>	<ul style="list-style-type: none"> Fund music tuition for PP children Fund or support after school clubs that have a cost implication Allocated responsibility for clubs to staff (arts/ music and sports) Devise termly programme for clubs and publish on website Balance between after school clubs 	£2, 500	<p><u>Data</u> 30 children currently access music tuition. 11/30 are PP and school fund these places All children in Year 4 learn to play a musical instrument through the schools music service</p> <p><u>Completion of actions</u></p> <ul style="list-style-type: none"> Fund music tuition for PP children Fund or support after school clubs that have a cost implication Allocated responsibility for clubs to staff (arts/ music and sports) Devise termly programme for clubs and publish on website Balance between after school clubs and lunch time clubs to ensure targeted participation (link pp planned spend) Range of clubs on offer to ensure opportunities to develop talents and interests and provide new experiences Monitor uptake and quality (registers and pupil voice with a PP focus) <p><u>Impact</u> PP children were targeted for after school/in school clubs and given priority. Impact not fully seen as pupil voice (scheduled for summer term) could not happen due to pandemic</p>

	<p>10. 3To increase the range, quality and uptake of extra curricular activity</p>	<p>and lunch time clubs to ensure targeted participation (link pp planned spend)</p> <ul style="list-style-type: none"> ● Range of clubs on offer to ensure opportunities to develop talents and interests and provide new experiences ● Monitor uptake and quality (registers and pupil voice with a PP focus) 		<p>Coronavirus Corona virus will impact after school clubs in September as children will be in Year group bubbles and unable to mix. This will affect the provision we can offer until guidelines from the government change</p>
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TOTAL SPEND £212,000