



**Aston Lodge  
Primary School**  
Show Pride • Reach for the Stars

# Pupil Premium Strategy plan 2020-2021

## SUMMARY INFORMATION

Pupil Premium Strategy Plan

## CURRENT PUPIL INFORMATION 2020-2021

Total number of pupils:	180 (F1-Y6) 162 (EXC.f1S)	Total pupil premium budget:	£47,455
Number of pupils eligible for pupil premium:	39 (excluding EYPP, Jan census) 24%	Amount of pupil premium received per child:	£1345

## Strategy Statement

Interventions and early diagnosis of difficulties for pupils have the most positive impact on the pupils. All of the approaches taken by school to narrow the gap are well thought out and evidenced based. School recognises that it is important to take a longer view of the support the grant would provide and align our plan with the wider school improvement strategy to ensure long term change. Our approach is targeted academic support with other strategies aimed at breaking down the non-academic barriers to success in school. By improving the cultural capital of PP pupils improves their experiences of their time with us at Aston Lodge and helps us to achieve the vision and curriculum intent for all our pupils. We also use the EEF Teaching & Learning toolkit to ensure that we make financial decisions that offer value for money when considering the academic impact they have on pupils. Some expenditures have been shared are topped up by the Covid-19 catch up funding.

### Our main aims are to:

- To continue to reduce the attainment gap between school's disadvantaged pupils and others nationally.

- To raise the in-school attainment of both disadvantaged pupil's and their peers through accelerated progress.
- To increase the cultural capital of pupil premium pupils and broaden their experiences.

CURRENT ATTAINMENT (PUPIL PREMIUM PREDICTED DATA FOR SUMMER 2020)

Year Group	Reading Whole class		Reading PP		Writing Whole class		Writing PP		Maths Whole class		Maths PP	
	ARE+	GD	ARE+	GD	ARE+	GD	ARE+	GD	ARE+	GD	ARE+	GD
F2 -15chn, 6 PP,2SEND	47%	7%	33%	0%	47%	7%	33%	0%	53%	7%	33%	0%
Yr1-24chn, 3 PP 1 SEND/SG,2 New	59%	18%	0%	0%	59%	18%	0%	0%	59%	18%	0%	0%
Yr2-23chn 8 PP,	65%	4%	50%	12.5%	39%	0%	50%	0%	57%	0%	50%	0%
Yr3-21chn, 3PP	68%	27%	33%	0%	64%	5%	33%	0%	73%	27%	33%	50%
Yr4-28chn, 7PP	75%	14%	57%	0%	68%	0%	43%	0%	68%	25%	71%	14%
Yr5-25chn, , 10PP,	69%	15%	40%	10%	50%	8%	40%	0%	73%	31%	60%	0%
Yr6-23 chn, 8PP	78%	30%	75%	0%	83%	26%	100%	25%	78%	13%	87.5%	12.5%

Barriers to future attainment (for pupils eligible for PP, including high ability)

In school barriers: (issues to be addressed in school, such as poor oral language skills)

**A.** 32% of F1 pupils on entry and 44% of pupils on entry to F2 that are significantly below ARE in speaking and listening, resulting in low ability and poor communication difficulties; pupils with no or limited language, poor speaking and listening skills as well as pupils with low attainment on entry. This significantly slows communication and language progress as well as Phonics and Reading further up school.

**B.** Social, emotional and mental issues – trauma linked directly to coronavirus affecting (PP pupils) pupils’ emotional state, social skills and resilience, impacting on their ability to engage and concentrate on learning and make good and accelerated academic progress.

**C.** Prolonged absence from school and learning as a result of coronavirus has impacted on pupils’ On- Entry Baselines due to gaps in their learning. High percentage of current PP pupils are not on track to achieve ARE National standards at the end of the academic year.

**D.** Inconsistent approach across school in teaching reading and writing. The knowledge and skills of teachers to diagnose and support eligible pupils who struggle with reading and writing skills needs to improve, in order to provide the correct intervention to accelerate progress rates and develop fluency in KS1 and 2.

**External barriers (issues which also require action outside school, such as low attendance rates)**

**E.** Whole school attendance for pupils was 94.5% up until March 2020 and 93.8% for disadvantaged, which is below the target of 96% set for all pupils. This reduces their access to good quality teaching and puts them at risk of falling behind their peers. Pupils can lack access to enrichment activities which promote independence.

**Desired Outcomes**

	Desired outcomes and how they will be measured	Success Criteria
<b>A</b>	For children with communication difficulties and low literacy ability on entry to be able to develop in language and literacy skills –increasing their access to all learning.	56% of pupils eligible for pupil premium make rapid progress by the end of the year and achieve Learning Goal in speaking, listening and understanding.
<b>A</b>	Sustained attainment between PP and Non PP pupils across school - at GLD Gap predicted in 2020 was 47%% (PP 33% and Non PP 70% GLD) so that a higher proportion attain higher in school at KS1 and KS2.	
<b>B</b>	Sustaining and further developing quality first teaching and learning linked directly to social and emotional well-being. Pupils who have access pastoral support are ready to access learning and show accelerated progress.	Increased academic progress for identified vulnerable pupils on the recovery curriculum pathway and Leuven scales( Progress towards identified targets (emotional/behaviour development) Pupils/parents are accessing interventions to support social and emotional well-being and readiness for learning when required. Pupils with social and emotional issues are happy to be in school and feel safe.

<b>B</b>	Targeted teacher and TA led same day interventions prioritising PP pupils in need of further support	Robust tracking implemented and half termly pupil progress meetings and support demonstrate an increase in attainment																								
<b>B</b>	<p>For pupils' behaviour not to have a detrimental effect on their academic progress through support from mentoring and additional adult support. (Particularly the year 6 cohort)</p> <p>For pupils to undertake activities to raise their self-esteem and self-confidence.</p> <p>Improved teacher knowledge on mental health and well-being supporting pupils emotional and social skills.</p>	<p>Pupils/parents are accessing interventions to support social and emotional well-being and readiness for learning when required. (E.g. Me in Mind, EYFS, S&amp;L Intervention, lexia)</p> <p>Pupils with social and emotional issues are happy to be in school and feel safe.</p> <p>Leuven scale assessment show improvements in social and emotional wellbeing for targeted pupils. PP pupils are engaging in before/after school opportunities and enrichment activities</p> <p>Staff trained in mental health and well-being from CAHMS –With Me in Mind.</p> <p>Individual pupils are accessing 1-1 mental well-being sessions and are utilising strategies in areas of their learning across school.</p> <p>Speech &amp; Language Programme, Neli</p>																								
<b>C</b>	Accelerating progress to improve attainment (from the previous academic year) for PP achieving GLD, Expected at KS1 and KS2 as well as Expected in non-SATS year groups.	PP children to achieve the same as the aspirational targets set for all pupils achieving ARE+																								
		<table border="1"> <thead> <tr> <th>Year group</th> <th>Reading %</th> <th>Writing %</th> <th>Maths %</th> </tr> </thead> <tbody> <tr> <td>F2</td> <td>65</td> <td>65</td> <td>65</td> </tr> <tr> <td>Year1</td> <td>86</td> <td>86</td> <td>86</td> </tr> <tr> <td>Year2</td> <td>78</td> <td>52</td> <td>70</td> </tr> <tr> <td>Year3</td> <td>78</td> <td>65</td> <td>78</td> </tr> <tr> <td>Year4</td> <td>76</td> <td>76</td> <td>76</td> </tr> </tbody> </table>	Year group	Reading %	Writing %	Maths %	F2	65	65	65	Year1	86	86	86	Year2	78	52	70	Year3	78	65	78	Year4	76	76	76
Year group	Reading %	Writing %	Maths %																							
F2	65	65	65																							
Year1	86	86	86																							
Year2	78	52	70																							
Year3	78	65	78																							
Year4	76	76	76																							

		Year5	79	75	79
		Year6	68	64	72
<b>C</b>	Accelerate progress to secure outcomes for disadvantaged pupils in order to catch up and maintain attainment in line with data from predicted teacher judgements in summer 2020.	End of year progress measures are in line with other pupil groups			
<b>D</b>	A consistent approach across school in teaching reading and writing. The knowledge and skills of teachers to diagnose and support eligible pupils who struggle with reading and writing skills is improved, the correct interventions, groupings and pitch of lessons to accelerate progress rates and develop fluency and stamina in KS1 and 2.	<p>Pupils are in the correct groups</p> <p>Intensive interventions increasing the percentage of pupils attaining ARE.</p> <p>Dedicated pupil progress meetings established providing focus on PP attainment and targeted personalised interventions.</p>			
<b>E</b>	Improve attendance of disadvantaged pupils (91.33%) by 4% at the end of the school year.	<p>Whole school attendance for all pupils including disadvantaged increases from 94.5% in 2019/20 to 96% and 91% to 96% for disadvantaged pupils</p> <p>Robust systems for monitoring and evaluating attendance show a reduction in absentees among pupils eligible for PP. So that there is an increase in their overall attendance of PP to National.</p>			

## Planned Expenditure 2020/21

The three headings below enable school to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired Outcome	Chosen approach/action	What is the evidence & rationale for this choice?	How/who will you ensure it is implemented well?	Approximate cost
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<p>For children with communication difficulties and low literacy ability on entry to be able to develop in language and literacy skills – increasing their access to all learning.</p> <p><b>A</b></p>	<ol style="list-style-type: none"> <li>1. Implementation and development in Early Language (oracy training project</li> <li>2. EYFS SLE to visit EYFS termly to support improving language outcomes.</li> <li>3. Audit of learning environments in F1&amp;F2 specifically for language development.</li> <li>4. Class Tracker to track outcomes.</li> <li>5. Progress meetings with every staff member each term to review impact</li> <li>6. Traded services (S&amp;L) to assess all pupils in F1/2 &amp; year 1 in S &amp; L</li> <li>7. Senco &amp; SALT to identify pupils who need additional support</li> <li>8. After screening implement programmes set by SALT</li> <li>9. Over staff to improve capacity to deliver interventions and support</li> <li>10. Implement the NELI programme to develop early language.</li> </ol>	<p>EEF toolkit cites oral language interventions have moderate impact. EEF Guidance report Preparing for Literacy in the Early Years June 2018 recommendation 1 states that schools should prioritise direct teaching of oral language – explicitly extending children’s vocabulary through storytelling, shared reading and high quality adult interaction.</p> <p>The Nuffield Early Language Intervention (NELI) is a 20-week programme for children in their first year of primary school who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading</p>	<p>FS Lead will report to SLT and Governors on baseline data, strategies and termly impact. Pupil progress meetings will drill down to evaluate PP progress in the group. Intervention pupil tracking to evidence impact and review progress.</p> <ol style="list-style-type: none"> <li>1. S.C, B.T</li> <li>2. SLE-Lesley</li> <li>3. SC, SLE, BT</li> <li>4. SC, BT</li> <li>5. SC, BT, all staff</li> <li>6. ROSIS, Educational Therapist (??????)</li> <li>7. A. B, K. B</li> <li>8. E. P, KB, AB, BT</li> <li>9. SC</li> <li>10. BT, KB</li> </ol>	<p>£1000</p> <p>£1200</p> <p>£12,000</p>
<p>Improved attainment between PP and Non PP pupils across school - at GLD Gap predicted in 2020 was 14% (GLD) so that a higher proportion attain higher in school at KS1 and KS2.</p> <p><b>A</b></p>	<ol style="list-style-type: none"> <li>1. Early identification &amp; tracking of PP pupils. Info shared with whole staff team.</li> <li>2. PP children to be Focus every half term – staff to target support to work on individual targets and gaps towards meeting</li> <li>3. Interventions targeted to support progress in specific areas to meet GLD - Provision mapping in place for identified pupils</li> <li>4. Implement ‘5-minute box’ with identified PP children needing additional support with phonics/literacy.</li> </ol>	<p>Ref: EEF Guidance report Preparing for Literacy in the Early Years June 2018 states that storytelling linked to letters and sounds, singing and rhyming activities alongside breaking down and supporting</p>	<p>FS Lead will track and report to SLT and Governors on baseline data and termly impact gains. SC fortnightly drop in during coaching time. Book scrutiny looking at link between phonics and English – are children applying what they know? Half termly tracking – interventions planned using these results. Lead</p> <ol style="list-style-type: none"> <li>1. SC, BT</li> <li>2, 3, 4. BT, KB, FS team</li> </ol>	<p>£1000</p>

<p>Improved consistency of quality of teaching/provision for phonics/early reading</p> <p><b>C,D</b></p>	<ol style="list-style-type: none"> <li>1 Develop a track for groups to track phonic score gains and intervention pupils.</li> <li>2. Pupil progress meetings to plan intervention.</li> <li>3 1:1 targeted intervention 10 mins daily pupils with gaps in phonics.</li> <li>4. Implement 5 minute boxes throughout targeted individuals</li> <li>5. Direct teacher intervention groups to diminish gaps in learning</li> <li>6.Embed Read Write Inc programme</li> <li>7.Buy home reader books that match what pupils are being taught it school</li> <li>8.Re-organise old phonics books to be in-line with the programme</li> <li>9.2 full days training for staff, untrained.</li> <li>10.Linked consultant from Ruth Miskin to support all staff involved.</li> <li>11.“Refresher” staff development opportunities with access to online materials.</li> <li>12.Moderation of assessments across staff.</li> <li>13.RWI lead to observe and support all staff teaching.</li> </ol>	<p>EEF guidance Improving Literacy at KS1 highlights the need for a clear systematic phonics approach, continuous staff training, engaging sessions using effective pedagogy. Monitoring pupils continuously to challenge and also act swiftly if some pupils require intervention and additional support.</p> <p>EEF guidance also evidences research suggesting whole class phonics, non-streamed is the most successful approach within KS1 with pupils receiving targeted intervention when gaps emerge.</p> <p>EEF research states, a consistent approach to phonics can have an impact of 4+ months. As this programme is planned to be delivered with EYFS, EEF also recognised that interventions and structured approaches to phonics/reading within the early years can have an impact of 5+months progress.</p>	<p>RWI lead to organize half termly drop ins, deliver training, data analysis</p> <ol style="list-style-type: none"> <li>1.BT</li> <li>2.SC,SLT,BT</li> <li>3,4.EYFS team</li> <li>4,5.All staff in EYFS, KS1,SC</li> <li>6-13.BT</li> </ol>	<p>£500</p> <p>(split between catch up funding)</p>
<p>Attainment in reading is inline with national for all pupil groups and the gap narrowed</p> <p><b>C,D</b></p>	<ol style="list-style-type: none"> <li>1.To renew and fully implement the accelerated reader programme</li> <li>2.Purchase new books,</li> <li>3. Release staff to code all books,</li> <li>4. CPD/training from Accelerated Reader Programme for all staff 20.10.20</li> <li>5.Release time to set up programme, organise all pupils logins,</li> <li>6.Baseline all chn so they can be allocated appropriate levels</li> <li>7. Buy the Lexia catch up programme to target our bottom 10 pupils in year 3 (lowest performing cohort in school, 26% SEND, 35%Disadvantaged) 20.11.20</li> <li>8.Purchase new relevant books to engage pupils</li> <li>9. Implement reading corners in every classroom</li> <li>10.Develop a ‘love for Reading’ through events and initiatives</li> </ol>	<p>Key recommendation from the Improving literacy summary KS1 &amp; KS2 states, “Teach pupils to use strategies for developing and monitoring their reading comprehension.”</p> <p>Staff who are trained in the system have left and current staff do not understand the full potential of the programme</p> <p>Individualised instruction on the TLK moderate impact for low cost a potential 3+ month gain.</p>	<p>SLT to monitor data and report to Governors, half termly assessments, pupil voice, work scrutiny</p> <ol style="list-style-type: none"> <li>1.SC,BT,DM</li> <li>2.BT,DM</li> <li>3.BT,DM</li> <li>4,5.BT,DM</li> <li>6.Class teachers</li> <li>Trust to arrange a meeting with Programme leads, organise a network between the Trust</li> <li>7.B.T</li> </ol>	<p>£</p> <p>(COVID-19catch up funding)</p> <p>£000(COVID -19 catch up funding)</p>

			8. Class teachers to gauge pupil voice 9. SC, BT 10. SLT, CT	
<p>Develop a consistent approach across school in teaching reading and writing by fully implementing and embedding the SFA programme</p> <p><b>C, D</b></p> <p><b>(implementing in January, but lockdown in March, not fully rolled out)</b></p> <p><b>(adaptions made due to teaching in bubbles)</b></p>	<p>1. Termly monitoring to identify teachers who are struggling to move beyond the implementation phase of SFA.</p> <p>2. SFA Implementation Partner (Joanne Maxwell) to support the SFA lead in the monitoring process.</p> <p>3. Teachers who need further support to be quickly identified and given additional support with SFA lead and Joanne Maxwell.</p> <p>4. Teachers to be given opportunities to observe 'good' or better SFA practitioners from other settings or within school.</p> <p>5. Pupil voice questionnaires to be carried out with a focus on PP pupils. Ensure continued pupil enthusiasm for SFA and if not address issues.</p> <p>6. Conduct learning walks and lesson observations to check that co-operative learning strategies are being used throughout all areas of the curriculum.</p> <p>7. Staff to continue to access remote CPD so they are fully trained and confident to deliver effectively</p> <p>8. Ensure all pupils (including PP pupils) can articulate the key components of SFA.</p> <p>9. Teachers in school continue to share good practice with each other and professional dialogue ensures that teachers are constantly seeking ways to get even better.</p> <p>10. Classroom environment supports and enhances all aspects of SFA teaching.</p> <p>11. All teachers in school are at least good.</p>	<p>Research by EET found that reception pupils in SFA schools made more progress than pupils in control schools after two years (effective = +0.07). The effect was slightly larger for FSM pupils (+0.12).</p> <p>Research undertaken by the NFER has identified 7 building blocks that are common in school which are more successful in raising disadvantaged pupil's attainment.</p> <p>Collaborative working low cost high impact, potential +5 months.</p> <p>EEF research states, a consistent approach to phonics can have an impact of 4+ months. As this programme is planned to be delivered with EYFS, EEF also recognised that interventions and structured approaches to phonics/reading within the early years can have an impact of 5+ months progress.</p> <p>The results of hierarchical linear modelling analysis reveal a statistically significant positive school-level effect for SFA schools compared with control schools on standardized reading measures of word-level and decoding skills...'</p> <p>EEF guidance, "Pupils' writing can be improved by teaching them to plan and monitor their writing. Producing quality writing is a complex process but a number of different strategies are likely to help, depending on the current skills of the writer.</p>	<p>(lesson observations, drop-ins, work scrutiny and pupil voice) Progress will be tracked by using the YARK, PIRA &amp; Puma</p> <p>1-11. Joanne Maxwell, AB, SC, BT</p>	£7000

		<ul style="list-style-type: none"> <li>• These include: pre-writing, activities; drafting, editing and revising; and sharing.</li> <li>• Teachers should introduce these strategies using modelling and structured support, which should be gradually reduced as a child progresses until the child is capable of completing the activity independently.” SFA facilitates this approach</li> </ul>		
<p>Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching <b>C,D</b></p>	<ol style="list-style-type: none"> <li>1. Staff training on new handwriting scheme</li> <li>2. Buy specialist exercise books to support writing scheme</li> <li>3. Buy CPG books/Rising Stars for GPS/skills builders/spelling</li> <li>4. Adopt whole school approach to spelling</li> <li>5. Buy resources to support with spelling scheme/curriculum for each year group</li> <li>6. Organise training of the programme</li> <li>7. Develop a tracking system to monitor progress</li> <li>8. Introduce Knowledge Organisers with relevant vocabulary to support writing transcription and speed</li> </ol>	<p>Writing assessments have highlighted pupils poor spelling, sentence structure and sometimes handwriting is impacting on the quality of writing and barrier to pupils being ARE.</p> <p>EEF Improving Literacy Guidance</p> <p>Transcription refers to the physical processes of handwriting or typing, and spelling. Children must develop fluency in these skills to the point that they have become automated. If children have to concentrate to ensure their transcription is accurate, they will be less able to think about the content of their writing. A large amount of purposeful practice, supported by effective feedback, is required to develop fluency. Achieving the necessary quantity of practice requires that children are motivated and fully engaged in the process of improving their writing. Spelling should be explicitly taught. Teaching could focus on spellings that are relevant to the topic or genre being studied.</p>	<p>Implement in Autumn 2 CPD SC,AB,BT</p> <ol style="list-style-type: none"> <li>1. SLE Jane Denyer</li> <li>2-7, SC,AB,BT</li> <li>8. CT, subject leaders</li> </ol>	<p>KS2 £750 KS1 £250 Spelling £150 CGP books £108 (to support year 6 children with their home learning)</p> <p>£1258 funded by COVID-19 catch up funding)</p>
<p>Strengthen the curriculum delivery by improving our online curriculum &amp; ensure that if there is further lockdowns pupils remote</p>	<ol style="list-style-type: none"> <li>1. Review current online subscriptions</li> <li>2. Audit and research curriculum packages which will support with the delivery of the curriculum in school and in the event of remote learning subscribe to online Subscriptions to support with curriculum delivery</li> <li>3. Organise training for any packages subscribed to</li> </ol>	<p>EEF Covid-19 Support Guide for Schools, recommends school to invest in education systems that will support with remote and blending learning.</p>	<p>1-2 Trust, SC, all staff, pupil voice</p> <p>Termly monitoring by SLT off pupil usage</p> <p>3,4 SC,CM,AB,BT</p>	<p>£2500</p>



	11. Purchase of Jigsaw PSHE scheme and organize training	with sensory stimuli can help them to develop their sight, sound, touch and hearing, as well as encouraging independence. These rooms have a calming effect and improve socialization skills, focus, motor skills development and cognitive development. Can you be used to support children with challenging behaviours.	8.SENCO, CTs 9-10.SC, student council 11.AJ,SC,AB	£1000  <b>£6000</b>
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### 3. Other approaches

Improve attendance of PP pupils by 4 % at the end of the school year. Reduction of PP persistent absentees by at the end of the school year. <b>B,E</b>	1.Fortnightly meetings with EWO to implement strategies to improve individual and whole school attendance and punctuality. 2.Bromcom support to track and monitor attendance. 3.First day response to absence 4.Reward initiative for attendance	Research into school absenteeism has consistently shown that a much higher and disproportionate number of pupils who come from deprived social backgrounds are more likely to miss school and underachieve than their peers who come from more favourable social and economic home backgrounds.	1-4.SC,SE	£000
To ensure that all pupils have access to a healthy breakfast every day, removing the hunger barrier towards learning and improve punctuality	1.Free breakfast for all pupils is offered every day 2.Pay additional hours for a member of staff to provide provision (Additional costs due to operating in bubbles and needed more than 1 member of staff) 3.Offer a am & pm nurture group for vulnerable pupils/behavior/social care involvement	EEF/DfE recognised evidence base statistics to support the provision. (NSBP survey) <ul style="list-style-type: none"> <li>• 22.97% reduced behavioural incidents</li> <li>• 93% positive impact on concentration</li> <li>• 27.8% reduction in lates</li> </ul>	1.CTs & TAs (D.M,J.D,PT) 2.SC 3.PT	£500

B,E		<ul style="list-style-type: none"> <li>82% Headteachers reported improved punctuality and attendance</li> </ul>		<b>Total £48,700</b>
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1. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
For children with communication difficulties and low literacy ability on entry to be able to develop in language and literacy skills – increasing their access to all learning.	1.Implementation and development in Early Language (oracy training project) 2.EYFS SLE to visit EYFS termly to support improving language outcomes. 3 Audit of learning environments in F1&F2 specifically for language development.	Direct teaching of oral language - explicitly to extend children’s vocabulary through storytelling, shared reading and high quality adult interaction. To improve oracy, vocabulary and early reading skills.	Due to lockdown and decreased capacity with working in bubbles the programme delivery was sometimes disrupted. This time needs to be protected as little and often will have the maximum impact on early reading development.	£1000
	4. Class Tracker to track outcomes. 5. Progress meetings with every staff member each term to review impact 6.Traded services (S&L) to assess all pupils in F1/2 & year 1 in S & L 7.Senco & SALT to identify pupils who need additional support 8.After screening implement programmes set by SALT 9. Over staff to improve capacity to deliver interventions and support 10. Implement the NELI programme to develop early language.			£1200
				£12,000

<p>Improved attainment between PP and Non PP pupils across school - at GLD Gap predicted in 2020 was 14% (GLD) so that a higher proportion attain higher in school at KS1 and KS2.</p>	<ol style="list-style-type: none"> <li>1. Early identification &amp; tracking of PP pupils. Info shared with whole staff team.</li> <li>2. PP children to be Focus every half term – staff to target support to work on individual targets and gaps towards meeting</li> <li>3. Interventions targeted to support progress in specific areas to meet GLD - Provision mapping in place for identified pupils</li> <li>4. Implement '5-minute box' with identified PP children needing additional support with phonics/literacy.</li> </ol>	<p>Ref: EEF Guidance report Preparing for Literacy in the Early Years June 2018 states that storytelling linked to letters and sounds, singing and rhyming activities alongside breaking down and supporting</p>	<p>Success of developing early literacy skills can be further accelerated with parental engagement. Parents need the support and skills to support their children at home with early phonics and understanding the importance of following programmes such as SALT to have the long term impact on their children's early development in literacy skills.</p>	<p>£1000</p>
<p>Improved consistency of quality of teaching/provision for phonics/early reading</p>	<ol style="list-style-type: none"> <li>1 Develop a track for groups to track phonic score gains and intervention pupils.</li> <li>2. Pupil progress meetings to plan intervention.</li> <li>3 1:1 targeted intervention 10 mins daily pupils with gaps in phonics.</li> <li>4. Implement 5 minute boxes throughout targeted individuals</li> <li>5. Direct teacher intervention groups to diminish gaps in learning</li> <li>6. Embed Read Write Inc programme</li> <li>7. Buy home reader books that match what pupils are being taught at school</li> <li>8. Re-organise old phonics books to be in-line with the programme</li> <li>9. 3 full days training for staff, untrained.</li> <li>10. Linked consultant from Ruth Miskin to support all staff involved.</li> <li>11. "Refresher" staff development opportunities with access to online materials.</li> </ol>	<p>EEF guidance Improving Literacy at KS1 highlights the need for a clear systematic phonics approach, continuous staff training, engaging sessions using effective pedagogy. Monitoring pupils continuously to challenge and also act swiftly if some pupils require intervention and additional support.</p> <p>EEF guidance also evidences research suggesting whole class phonics, non-streamed is the most successful approach within KS1 with pupils receiving targeted intervention when gaps emerge.</p> <p>EEF research states, a consistent approach to phonics can have an impact of 4+ months. As this programme is planned to be delivered with EYFS, EEF also recognised that interventions and structured approaches to phonics/reading within the early years can have an impact of 5+ months progress.</p>	<p>Ensuring that all staff have sufficient training in the RWI programme, investment in new resources and close monitoring as resulting in 80% pupils leaving reception at the expected levels, Year 1 phonics screening 80% and year 2 60%. This is incredible given the disrupting last two school years.</p> <p>This has been achieved by minimizing the impact of school closures, self-isolation periods by delivering phonics lessons were delivered daily either face to face or remotely, alongside phonics intervention.</p> <p>School needs to continue to educate parents and give them the skills to support their children at home and understand the importance of developing early literacy skills.</p>	<p>£500  (split between catch up funding)</p>

	<p>12.Moderation of assessments across staff.</p> <p>13.RWI lead to observe and support all staff teaching.</p>			
<p>Attainment in reading is inline with national for all pupil groups and the gap narrowed</p>	<p>1.To renew and fully implement the accelerated reader programme</p> <p>2.Purchase new books,</p> <p>3. Release staff to code all books,</p> <p>4. CPD/training from Accelerated Reader Programme for all staff 20.10.20</p> <p>5.Release time to set up programme, organise all pupils logins,</p> <p>6.Baseline all chn so they can be allocated appropriate levels</p> <p>7. Buy the Lexia catch up programme to target our bottom 10 pupils in year 3 (lowest performing cohort in school, 26% SEND, 35%Disadvantaged) 20.11.20</p> <p>8.Purchase new relevant books to engage pupils</p> <p>9. Implement reading corners in every classroom</p> <p>10.Develop a 'love for Reading' through events and initiatives</p>	<p>By teach pupils to use strategies for developing and monitoring their own reading Comprehension they will become independent learners and have a better understanding of what they need to do to overcome difficulty.</p> <p>Staff are now confident in how to use the programme to make the most of all its features and identify areas for development for pupils.</p>	<p>Pupils accessing the online materials and quizzes was difficult to monitor during remote learning periods.</p> <p>Parents received support materials with how to use the programme and most parents were able to access and some level.</p> <p>In order to monitor the direct impact pupils need to take regular assessments this has only been manageable since the pupils returned to school in Spring. However all pupils needed recessing to ensure they were accessing the correct reading materials.</p> <p>Feedback from pupils is positive and they enjoy accessing the resources.</p> <p>We have no invested in more chrome books in school to increase the capacity of pupils being able to access the programme regularly.</p>	<p>£</p> <p>(COVI D-19catch up fundin g)</p> <p>£000( COVI D -19 catch up fundin g)</p>
<p>Develop a consistent approach across school in teaching reading and writing by fulling implementin g and</p>	<p>1.Termyly monitoring to identify teachers who are struggling to move beyond the implementation phase of SFA.</p> <p>2.SFA Implementation Partner (Joanne Maxwell) to support the SFA lead in the monitoring process.</p> <p>3.Teachers who need further support to be quickly identified and given additional</p>	<p>Research undertaken by the NFER has identified 7 building blocks that are common in school which are more successful in raising disadvantaged pupil's attainment.</p> <p>Collaborative working low cost high impact, potential +5 months.</p> <p>EEF research states, a consistent approach to phonics can have an impact of 4+ months. As this programme is planned to be delivered with EYFS, EEF also recognised that interventions and structured approaches to phonics/reading within</p>	<p>Some of the SfA approaches such as collaborative learning and grouping have been unable be implemented or used. This has limited the impact of progress due to the school risk assessment and Covid restrictions of working in bubbles, face front etc.</p> <p>Adaptions needed to be made.</p>	<p>£7000</p>

<p>embedding the SfA programme</p> <p><b>C,D</b></p> <p><b>(implementing in January, but lockdown in March, not fully rolled out)</b></p> <p><b>(adaptions made due to teaching in bubbles)</b></p>	<p>support with SFA lead and Joanne Maxwell.</p> <p>4. Teachers to be given opportunities to observe 'good' or better SFA practitioners from other settings or within school.</p> <p>5. Pupil voice questionnaires to be carried out with a focus on PP pupils. Ensure continued pupil enthusiasm for SFA and if not address issues.</p> <p>6. Conduct learning walks and lesson observations to check that co-operative learning strategies are being used throughout all areas of the curriculum.</p> <p>7. Staff to continue to access remote CPD so they are fully training and confident to deliver effectively</p> <p>8. Ensure all pupils (including PP pupils) can articulate the key components of SFA.</p> <p>9. Teachers in school continue to share good practice with each other and professional dialogue ensures that teachers are constantly seeking ways to get even better.</p> <p>10. Classroom environment supports and enhances all aspects of SFA teaching.</p> <p>11. All teachers in school are at least good.</p>	<p>the early years can have an impact of 5+months progress.</p> <p>Pupils' writing can be improved by teaching them to plan and monitor their writing. Producing quality writing is a complex process but a number of different strategies are likely to help, depending on the current skills of the writer.</p> <ul style="list-style-type: none"> <li>• These include: pre-writing, activities; drafting, editing and revising; and sharing.</li> <li>• Teachers will introduce these strategies using modelling and structured support, which should be gradually reduced as a child progresses until the child is capable of completing the activity independently</li> </ul>		
<p>Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching</p>	<p>1. Staff training on new handwriting scheme</p> <p>2. Buy specialist exercise books to support writing scheme</p> <p>3. Buy CPG books/Rising Stars for GPS/skills builders/spelling</p> <p>4. Adopt whole school approach to spelling</p> <p>5. Buy resources to support with spelling scheme/curriculum for each year group</p> <p>6. Organise training of the programme</p> <p>7. Develop a tracking system to monitor progress</p>	<p>Writing assessments have highlighted pupils poor spelling, sentence structure and sometimes handwriting is impacting on the quality of writing and barrier to pupils being ARE.</p> <p>EFF Improving Literacy Guidance</p> <p>Transcription refers to the physical processes of handwriting or typing, and spelling. Children must develop fluency in these skills to the point that they have become automated. If children have to concentrate to ensure their transcription is accurate, they will be less able to think about the content of their writing. A large amount of</p>	<p>All staff have received training using the Martin Harvey handwriting scheme and are confident in using the scheme. Specialist books for all core subjects were also brought to encourage consistency of handwriting application. The delivery of the programme has been disrupted and we are not yet as far forward with embedding the approach.</p>	<p>KS2 £750 KS1 £250 Spelling £150 CGP books £108 (to suppo</p>

	8. Introduce Knowledge Organisers with relevant vocabulary to support writing transcription and speed	purposeful practice, supported by effective feedback, is required to develop fluency. Achieving the necessary quantity of practice requires that children are motivated and fully engaged in the process of improving their writing. Spelling should be explicitly taught. Teaching could focus on spellings that are relevant to the topic or genre being studied.		<p>rt year 6 children with their home learning)</p> <p>£1258 funded by COVID-19 catch up funding)</p>
Strengthen the curriculum delivery by improving our online curriculum & ensure that if there is further lockdowns pupils remote learning delivery is high quality <b>C,D</b>	<p>1. Review current online subscriptions</p> <p>2. Audit and research curriculum packages which will support with the delivery of the curriculum in school and in the event of remote learning subscribe to online Subscriptions to support with curriculum delivery</p> <p>3. Organise training for any packages subscribed to</p> <p>4. Purchase new chrome books and devices for school</p>	EEF Covid-19 Support Guide for Schools, recommends school to invest in education systems that will support with remote and blending learning.	Having more chromebooks that we could supply to pupils and delivering training to staff on appropriate platforms, approaches and online resources ensured that school was able to respond quickly and delivery a broad and balanced curriculum to all pupils who attended and worked remotely.	<p>£2500</p> <p>(split between catch up funding)</p>
Improve our capacity to split teach, differentiate, delivery of interventions	1. To temporarily employ an ITT student to use as an additional member of staff	This will improve school's capacity to deliver 1:1, interventions, internal cover, boosters and free up the DH to develop and work on SEND and mental health 'Me in Mind'	Unfortunately, due to a disrupted school year, staff absence and the limitations of capacity to deliver interventions remotely the consistency of interventions has been significantly impacted.	<p>£17000</p> <p>(topped up by catch</p>

and SLT time <b>C,D</b>		Additionally to meet with head to work on OFSTED priorities and school improvement.	This employment did improve capacity in terms of delivering both face to face and remote lessons and supported school in not needing to close bubbles if a staff member was self-isolating.  Where capacity was more manageable and regular remote and face to face interventions took place the biggest impact was seen. For example daily phonics and SALT intervention in Foundation Stage.	up funding)  <b>£42,200</b>
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## ii. Targeted support

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
For all pupils to attend school visits and experiences by removing the barrier of cost.	Subsidised trips/visits for disadvantaged pupils.	All children attended school visits and experiences which were linked to their learning in school.	Approach to be continued to ensure all children have access to educational experiences.	£1500
PP pupils are ready for learning and able to access academic work with less behavioural incidents logged. For pupils' behaviour not to have a detrimental effect on their academic	<p>1.CPD Pastoral (interrupted development/ time 'Me in Mind')</p> <p>2. Practitioner training for learning mentor (new role to school)</p> <p>3. Dedicated leadership time for monitoring of disadvantaged pupils learning with a focus on pastoral support.</p> <p>4.Monthly inclusion meetings – to discuss personalised learning needs of pupils.</p> <p>5.Re-visit and launch of School's Learning Behaviours 'Aston Lodge Way'</p> <p>6. Development of Aston lodge Pledges (increasing challenge and expectations for what and how pupils can achieve with developed self-believe and aspirations to achieve their potential)</p>	<p>EEF Toolkit cites that behaviour interventions have moderate impact. We have consulted with other schools successfully using the Thrive Approach and other pastoral programmes. The</p> <p>By teaching learning behaviours alongside managing misbehaviour we want to have a positive impact on supporting pupils with challenging needs.</p> <p>A sensory room will provide a physical and mental stimulus for children with additional needs</p> <p>This room will provide a calm sanctuary and provide a sensory space for pupils who can become overwhelmed and struggle to manage their behavior.</p>	<p>Not all pupils have been able to access the sensory room due to working within bubbles. However, this space has enabled us to keep a pupil in school and has been used as a safe space to support him through a challenging time.</p> <p>The Dojo shop has been very popular and successful in motivating pupils during lockdown and pupil voice is very strong.</p> <p>Aston Lodge Pledges was launched during lockdown and will be relaunched when we return to school.</p>	<p>£4000</p> <p>£1000</p>

<p>progress through support from mentoring and additional adult support. For pupils to undertake activities to raise their self-esteem and self-confidence.</p>	<p>7. Set up a sensory room to ensure that pupils with ASDA, behavior issues, social care have the opportunity to access sensory breaks and have a safe space. (Room for ASPIRE/ 'Me in Mind' team and other agencies to work safely with children)</p> <p>8.Boxall pupils who have been identified as vulnerable through the recovery curriculum assessments</p> <p>9. Introduce a DOJO prize shop</p> <p>10.Introduce a half termly reward system for completing home learning</p> <p>11. Purchase of Jigsaw PSHE scheme and organize training</p>			<p>£1000</p> <p><b>£6000</b></p>
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### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>Improve attendance of PP pupils by 4 % at the end of the school year.</p> <p>Reduction of PP persistent absentees by at the end of the school year.</p>	<p>1.Fortnightly meetings with EWO to implement strategies to improve individual and whole school attendance and punctuality.</p> <p>2.Bromcom support to track and monitor attendance.</p> <p>3.First day response to absence</p> <p>4.Reward initiative for attendance</p>	<p>Research into school absenteeism has consistently shown that a much higher and disproportionate number of pupils who come from deprived social backgrounds are more likely to miss school and underachieve than their peers who come from more favourable social and economic home backgrounds. We want to minimise this impact for our pupils and ensure that this is not a barrier to academic success.</p>	<p>We have had significant success with the attendance measures and incentives that we have put in place. We registered pupils for remote lessons so we could ensure that pupils were engaging in their learning.</p> <p>Pupil's voice demonstrated that they were motivated by continuing with the Dojo and attendance initiatives.</p>	<p>£000</p>
<p>To ensure that all pupils have access to a healthy breakfast</p>	<p>1.Free breakfast for all pupils is offered every day</p> <p>2.Pay additional hours for a member of staff to provide provision (Additional costs due to</p>	<p>EEF/DfE recognised evidence base statistics to support the provision. (NSBP survey)</p> <ul style="list-style-type: none"> <li>● 22.97% reduced behavioural incidents</li> <li>● 93% positive impact on concentration</li> <li>● 27.8% reduction in lates</li> </ul>	<p>Throughout lockdown we continued to provide breakfast for all pupils. We delivered breakfast packages to homes and provided them for pick up. This enabled us to keep in regular</p>	<p><b>£2000</b></p>

<p>every day, removing the hunger barrier towards learning and improve punctuality</p>	<p>operating in bubbles and needed more than 1 member of staff)  3.Offer a am &amp; pm nurture group for vulnerable pupils/behavior/social care involvement</p>	<ul style="list-style-type: none"> <li>82% Headteachers reported improved punctuality and attendance</li> </ul>	<p>contact with pupils and complete informal safeguarding checks.</p>	
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