

Pupil Premium Strategy Statement (Version 14.1.20)

1. Summary information					
School	Huyton with Roby CE Primary School				
Academic Year	2019-2020	Total PP budget	£199,950	Date of most recent PP Review	July 2019
Total number of pupils	382	Number of pupils eligible for PP	152 (40%)	Date for next internal review of this strategy	December 2020

2. Current attainment			
	<i>2018 Pupils eligible for PP</i>	<i>2019 Pupils eligible for PP</i>	<i>National Other</i>
% achieving in KS2 reading, writing and maths	45%	48%	71%
% achieving in KS2 reading	73%	70%	78%
% achieving in KS2 writing	55%	57%	83%
% achieving in KS2 maths	55%	65%	84%
% achieving in KS2 EGPS	45%	52%	83%
% achieving in KS2 Science	55%	61%	87%
KS2 Progress score in reading	-0.02	1.27 (-1.3 to 3.8)	0.32
KS2 Progress score in writing	-2.24	-1.65 (-4.0 to 0.7)	0.27
KS2 Progress score in maths	-2.54	1.61 (-0.6 to 3.8)	0.37
% achieving in KS1 reading	47%	64%	78%
% achieving in KS1 writing	35%	40%	73%

% achieving in KS1 maths	59%	52%	79%
% achieving in KS1 Science		48%	85%
Phonics Yr1 pass rate	57%	71%	84%
Phonics Yr 2 cumulative		63%	

3. 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.	Start Points (Entry into EYFS, Y2-Y3)
B.	Attainment and Progress

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

F.	Attendance
G.	Economic Adversity

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Impact to date</i>
A.	<p>Attainment and progress in all areas at the end of EYFS, KS1 and KS2 will improve. Half termly individual pupil monitoring will indicate the early identification of gaps in learning. In school monitoring of teaching, planning, books and the use of external attainment test outcomes will inform teachers and SLT regularly. A rigorous approach to the evaluation of interventions using entry and exit data will be adopted. The GB PP Champion will receive timely reports on progress and attainment.</p> <p>Start Points Attainment and Progress Economic Adversity</p>	<p>Gaps with national Other reduce significantly in all areas Monitoring records clearly identify successful intervention and support strategies. The GB PP Champion is able to report positively to full GB and also to challenge SLT effectively. Evidence through PP Champion meetings and GB minutes.</p>	<p>Autumn 2019 Data Spring 2020 Data Summer 2020 Data</p>
B.	<p>Increase attendance, reduce PAs and improve punctuality. This will be monitored by the Pastoral Lead, LA Attendance Officer and SLT.</p>	<p>Attendance rate rises closer to national average, PAs</p>	

	Start Points Attainment and Progress Attendance Economic Adversity	reduce significantly and daily punctuality improves.	
C.	Increase parental engagement in the children's learning in KS1 and EYFS in Maths. Start Points Attainment and Progress Attendance Economic Adversity	Increased engagement using the 'Maths with Parents' homework project in KS1 and EYFS.	

5. Planned expenditure					
Academic year	2019-2020				
The three headings below enable schools to demonstrate how they 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 action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved outcomes in reading and writing	Quality first teaching Learning without Limits (Central Area)	University of Cambridge 1999 Learning without Limits 2005 Transformability project. The University of Cambridge have trialled this project with a network of schools for a number of years. The research and project results have been positive. Central Area Collaborative are working together as a network of schools on this project.	A leader has been identified and appropriate CPD has been arranged.	GM supported by SLT	Half term and Central Area Collaborative meetings
	All staff where appropriate to carry out QLA of tests and analyse data using ASKEDDI	Staff will be able to more effectively identify the gaps in learning and plan work and interventions accordingly.	Data and pupil progress meeting actions will demonstrate improvements in reading and writing outcomes.		Every half term
	Pupil Progress Meetings will always start with PPG children. A wave approach for PPG will be collated and coordinated by SLT with TLRs	PPG children will be highlighted on Raising Attainment Plans (RAP) and their level of need targeted this will include identifying all barriers to learning which are not necessarily around academic attainment and progress.	Entry and exit data from interventions will demonstrate improved pupil outcomes and hence progress is improving. Book scrutiny will demonstrate progress particularly with regard to non-scaffolded extended writing. Scrutiny of foundation subject outcomes will clearly		The Education Centre Order October – mid May 30 weeks %PP English lead salary £27,691

	<p>To embed whole class daily reading session across key stages 1 and 2</p> <p>Teaching staff to analyse data to focus guided reading questions.</p> <p>English lead to support teachers with planning to ensure gaps in learning are addressed. English lead to also coach or deliver demonstration lessons.</p> <p>For TRL's to track the progress and attainment of PPG children and monitor impact of subject specific interventions.</p>	<p>Quality texts will improve pupils' reading experiences, increase their vocabulary and allow them to use this within their writing</p> <p>This is an outstanding teacher and is best placed to support and develop colleagues.</p> <p>To ensure that interventions and class work has impact PPG children will have milestones and progress will be regularly monitored to see if children are on track to reach their targets.</p>	<p>demonstrate the application of improved writing, spelling and the use of technical subject specific vocabulary</p> <p>Monitoring records from subject leads and impact of activities will demonstrate improved attainment and increases in rates of progress</p> <p>Positive reports to GB from PP GB Governor</p>		
Improved outcomes in Maths.	<p>Use of 'Maths no Problem' across the school.</p> <p>Embed Mastery Approach to the teaching of Maths.</p>	<p>End of KS2 outcomes have shown an improvement in attainment and progress. KS2 have been using MNP for a few years and this has had a positive impact on learning in Maths. This shows the use of the MNP and the mastery approach school wide will raise standards.</p> <p>Progress over two years is increasing. (-2.54 to 1.77)</p> <p>Attainment over two years is</p>	<p>Maths Lead has planned regular learning walks and book scrutiny along with support for staff on planning and delivery.</p> <p>Regular Staff Meeting time has been planned by the Maths Lead to implement actions following monitoring.</p> <p>Regular reports from lead with clear evidence to demonstrate</p>		<p>%PP Maths no problem order</p> <p>%PP Maths Lead Salary</p> <p>£24,507</p>

		increasing. (55% to 67%)	improving outcomes/progress for identified pupils and impact of leadership		
To have a coherent knowledge rich curriculum	Staff to plan a progressive curriculum starting initially with Science, Geography and History for the Autumn term that will increase vocabulary and knowledge acquisition	Children achieve more if they remember more and can recall more. That all children will be challenged to achieve their potential. That vocabulary and language acquisition is central to teachers planning.	Regular low stakes testing to ensure that knowledge is retained. That there is clear progression in place in each subject and across each subject.	Foundation subject leads, DHT, SLT	0.1 FTE NP allocated time Staff release time to develop subject curriculum area 3 days per half term £3423
To Review Teaching and Learning Policy	To ensure that Teaching and learning Policy reflects current teaching and learning strategies are consistent across the school in line with the expectations of English and maths	This will give a clear understanding of what good teaching at Huyton with Roby looks like and will support monitoring and evaluation at all levels in order to increase progress and standards across the school.	This will be used by leaders to monitor and evaluate teaching and learning throughout the school.	SLT and teaching staff	Autumn Term No Cost
Total budgeted cost					£55,621
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>To improve outcomes by targeting pupils' language and communication for pupils identified through pupil progress meetings and via SENCO.</p>	<p>SLA with specialist teacher</p>	<p>Progress reports are historically positive and clearly indicate progress and attainment. (Knowsley Central School End of Year Report).</p>	<p>Termly monitoring along with entry and exit data and evidence from discussions in Pupil Progress Meetings and RAPs.</p>		<p>Termly (£3019 Central SLA)</p>
<p>TA delivered interventions</p>	<p>Trained TAs to deliver interventions both in class and in small group withdrawal sessions for pupils identified and recorded on RAPs.</p> <p>QLA will be carried out and used to inform intervention.</p> <p>Prior attainment information will be used by the class teacher to target children who are not on track to make their own expected progress based on that prior attainment.</p> <p>Standardised scores and raw scores will be used to target and plan intervention</p>	<p>These strategies have worked well last year and have demonstrated improved outcomes.</p> <p>Previous outcome data from interventions has shown that interventions based on gaps in learning taken from the most recent tests enable staff to focus on accelerating progress.</p>	<p>Clear strategic planning in pupils accessing these interventions and additional support. Entry and exit data from will be recorded on the Provision Map and discussed at Pupil Progress Meetings.</p> <p>RAPs in each year group will enable staff in Pupil Progress meetings to be challenged on outcomes for children.</p> <p>These children can be tracked effectively ensuring that children are not overlooked and effective provision is identified and impact can be measured.</p>		<p>Half termly (%PP TA cost centre £94,844)</p>

<p>TA delivered interventions</p>	<p>Trained TAs to deliver Project X, teacher directed precision teaching and better reading interventions both in class and in small group withdrawal sessions for pupils identified and recorded on individual records.</p> <p>Interventions will be set across the year groups based on need and under the direction of the TLRs subject leads for Maths and English who can direct the need based on QLA test results etc.</p>	<p>These strategies have worked well last year and have demonstrated improved outcomes for all children including PPG. Prior attainment is now being routinely used to track all children and is detailed on year group RAPs. This then informs planning and targeted intervention monitored by Subject leads.</p>	<p>TLRs monitor effectiveness of interventions through drop ins and impact on children through Pupil Progress Meetings.</p>	<p>TLRs supported by SLT</p>	<p>This will be reviewed half termly</p>
<p>To embed a PPG children in a Raising Attainment Plan (RAP) in each year group so that staff can be clear addressing gaps in learning in order to raise attainment and improve progress. To have class targets for PPG children based on Prior attainment and on National averages. For TRL's to track the progress and attainment of PPG children and monitor impact of subject specific interventions.</p>	<p>To continue to develop the RAPs currently in place for each year group and to include a WAVE approach for PPG children which identify the additional barriers including attendance on the RAP.</p>	<p>To enable staff to have a clear picture of the needs of the individual children in their class and plan appropriately in order to raise their attainment and close the gap.</p>	<p>SLT and TLRs to routinely use the RAPs particularly identifying PPG children in monitoring and Book looks to check progress.</p>	<p>SLT</p>	<p>Half Termly</p>

Teacher led interventions.	Deputy Head Teacher to deliver targeted intervention across Y3 and Y6. The intervention will be based on QLA and information from Pupil Progress Meetings and RAPs.	Previous outcome data from interventions has shown that interventions based on gaps in learning taken from the most recent tests enable staff to focus on accelerating progress. Previous targeted intervention by the DHT has shown to accelerate progress at an increased rate.	Clear strategic planning in pupils accessing these interventions and additional support. Entry and exit data from will be recorded on the Provision Map and discussed at Pupil Progress Meetings. RAPs in each year group will enable staff in Pupil Progress meetings to be challenged on outcomes for children.		Weekly through cumulative monitoring report.
1:4 Tutor groups Additional teacher time to increase EGPS particularly spelling skills for PPG pupils in Y6.	Bought in 1:4 tutoring service for Maths and English. This group will comprise of pupils identified from the school tracking and through Pupil Progress Meetings and will be evidenced on PPG RAP. To release English lead to target EGPS children for PPG pupils in Y6.	This has proven highly successful and will continue this year starting earlier this year (Oct 19) Using our outstanding teacher to support targeted PPG children in Y6 working particularly on spelling as this was an area that was weak in SAT 2019	Staff work closely with tutor closely monitoring the effectiveness of the provision weekly to ensure rapid improvement in learning of targeted children. Using extra specialist PE time to release the English lead to work with targeted children.	SLT	Weekly through cumulative monitoring report.

To Review Pupil Progress Meetings	To further embed Pupil progress meetings impact on teaching and learning. Starting the meeting with PPG children and the wave documentation on the year group RAPs which are RAG rated. Ensure that there is a wholist approach to the meetings that take into account all the barriers to learning which include external to school.	This has been shown to be a strength in the last year and has impacted on teaching and learning. Teachers are much clearer in bringing data and class information to the meeting. Staff are much clearer about expectations and know their children needs well.	SLT and TLRs to continue to monitor and evaluate impact of meetings on standards.	SLT and TLRs	Half termly
Total budgeted cost					£97,863
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve attendance and reduce PAs	<p>Refocus of LW's role in welfare support.</p> <p>Weekly Trophies. Weekly class totals are shared in Friday Celebration Assembly and the Attendance Monitors or Team Leader updates the hall boards.</p> <p>Paddington stays with the EYFS class with the best attendance that week.</p> <p>The best class that week adds another piece onto Mr Potato Head – EYFS/KS1</p> <p>Class attendance and whole school weekly attendance is shared on the newsletter each week.</p> <p>100% certificates half termly and termly. PCM to share 100% data</p>	<p>Reduced PA</p> <p>Good attendance is directly related to a child's enjoyment and achievement at school and is vital to promote successful learning. We strive to provide a welcoming and caring environment whereby all members of the school community feel secure and ready to learn.</p> <p>Persistent or long-term absence has a negative impact on academic achievement and also on friendships. Attendance which is poor or interrupted makes teaching and learning</p>	<p>Weekly attendance shared with SLT and actioned.</p> <p>Increased clear impact evidence of EWO, pastoral lead and attendance panel activities shared half termly with GB.</p> <p>Attendance data to be analysed by Attendance lead and brought regularly to SLT meetings.</p>		<p>Weekly</p> <p>%PP LM x2 Salary</p> <p>%PP Attendance SLA £26,175</p>

	<p>with class teachers the week before the end of term to allow time for the production of certificates to be given out in the end of week assembly.</p> <p>At the end of each term there is a school disco. The classes with the next attendance at EYFS, KS1, lower Ks2 and upper KS2 receives free entry to the disco.</p> <p>End of year medals from Knowsley Council are presented to the children with 100% attendance.</p> <p>An 'Every Day Counts' competition at key times during the year is run. Children who are in 100% during these times receive a HWR pencil/pen and all those children's names go into a draw for a family voucher.</p> <p>'Early Bird' is run once a week on a different randomly chosen day. Children who are on time to school go into a prize draw. (1xKS1 and 1x KS2).</p>	<p>difficult and undermines the educational process leading to educational disadvantage.</p>			
<p>A whole school Review of behaviour for learning.</p>	<p>Sue Pennington to undertake a whole school to audit of behaviour for learning.</p> <p>Review school behaviour policy in line with Sue's findings.</p> <p>To review systems and procedures in school.</p>	<p>In reviewing attitudes to learning across the school and raising it's profile and revisiting non-negotiables with all staff will ensure that learning behaviours are at least good and will impact on raising attainment</p> <p>Ensuring that there is a consistent approach throughout the school and a</p>	<p>SLT will lead by example. Monitor classroom routines, playground and lunchtime routines. Through learning walks and drop ins.</p>	<p>SLT</p>	<p>Weekly £950</p>

		<p>buy in from all staff will increase pupil engagement in their learning.</p> <p>This will enable staff to be clear and consistent in dealing with behaviour and know how to escalate issues through clearly defined procedures.</p>			
To deliver an wellbeing and mindfulness programme to all children in Y6 and Y5	To engage a specialist to deliver a programme of well-being and mindfulness that will give children strategies to deal with mental health and improve well-being.	This programme focuses on resilience, problem solving, team work growth mindset which is underpinned by physical activity. Pre and post assessments will be carried out with groups of children then followed up with targeted interventions.	Class teachers to monitor impact towards learning. SLT to monitor it's effectiveness..		
To take a group of children to the Children's Adventure Farm	To take a group of vulnerable PPG children on a residential to the Children's Adventure Farm to engage in resilience and emotional support and social engagement.	This project has run for a number of years and is highly effective in changing perceptions and increasing the engagement of the target children.	SENCO and SLT team		
SENCO to reintroduce Oasis Group with identified children	SENCO to deliver targeted intervention based on a 'nurture' approach across Y3.	Previous outcome data from the use of the Boxall Profile has shown a nurture approach to be successful in addressing specific social and emotional needs.	These children can be tracked effectively ensuring that children are not overlooked and effective provision is identified and impact can be measured. SENCO assessments half termly which will track Pupil progress and engagement in group and will come to	SLT	Jan 2020, April 2020 and Jul 2020 4 days per week %SENCO salary £25,864

			Pupil Progress Meetings.		
<u>Additional</u> Offsite provision for identified child Ad Hoc resources/visits for identified pupils.	10 week Star programme based in Meadow Park	In order to support behaviour and emotional needs for a successful reintegration back into school.	Child to keep contact with school one day a week. Regular contact with staff at Meadow Park. Staff to visit child is in school.and set up similar systems to support the school with reintegration	SENCO and SLT	£2,750
Total budgeted cost					£52,989
Overall expenditure cost					£209,223

6. Review of planned expenditure

Academic year **2018-2019**

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

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
<p>Improved outcomes in reading and writing</p>	<p>Purchase of additional reading books Subscription to Literacy Shed Plus £120</p> <p>Headstart Comprehension to be purchased for Y1-6 £240</p> <p>Whole class daily reading session to be timetabled across key stages 1 and 2</p> <p>Staff to be trained to use reading domains to structure whole class guided reading activities. New planning format to be introduced to ensure key reading domains are being covered and questions are focused on domains.</p> <p>Teaching staff to analyse data to focus guided reading questions.</p> <p>English lead to support teachers with planning to ensure basic skills gaps are addressed. English lead to also</p>	<p>Data and pupil progress meeting demonstrate improvements in reading and writing outcomes.</p> <p>Entry and exit data from interventions demonstrate improved pupil outcomes and hence progress is improving. This is detailed on year groups Raising Attainment Plans (RAP).</p> <p>Book scrutiny demonstrate progress particularly with regard to non-scaffolded extended writing. Scrutiny of foundation subject outcomes clearly demonstrate the application of improved writing, spelling and the use of technical subject</p>	<p>Outcomes across all subjects increased on last year. See front page for comparison .</p> <p>Interventions proved successful in raising attainment and progress of target children. We would continue this next year.</p> <p>Monitoring activities highly successful in targeting under performance and prompting swift action from SLT. This will continue into next year.</p> <p>Monitoring records from subject lead and impact of activities demonstrate improved attainment and increases in rates of progress</p>	<p>Every half term</p> <p>(%PP Literacy Curriculum Subscription Order £363)</p> <p>(%PP Literacy Curriculum Books Order £231)</p> <p>(%PP Headstart Order £114)</p> <p>(The Education Centre Order mid</p>

	<p>coach or deliver demonstration lessons. Lead to support increasing progress of 10 Yr1, 6 Yr2, 2 Yr3, 8 Yr4 and 4 Yr5 pupils who are not making at least expected progress.</p> <p>All children to have a reading journal with targets identified for reading. Targets to be reviewed at least every term or sooner if appropriate.</p> <p>Whole class focus on vocabulary to be taught every Monday as part of the whole class guided reading lesson. Covering 1a and 2a domain.</p> <p>Daily focused reading activities for 4 Yr1, 6 Yr2, 5 Yr3, 3 Yr4 and 2 Yr5 pupils who are not making at least expected progress. Teacher focused planning to work with and support small groups.</p> <p>Bought in 1:4 tutoring service. This year to also include maths tuition. This group will comprise of pupils identified from the school tracking and through Pupil Progress Meetings and will be evidenced on individual PPG records.</p> <p>Additional teacher time to increase EGPS particularly spelling skills for PPG pupils in Y5.</p> <p>From PPG Action Plan</p>	<p>specific vocabulary</p> <p>Staff have become better at identifying gaps in learning</p> <p>Teachers feel supported with planning and the impact can be seen with improved outcomes for children in class</p>	<p>This will need to be monitored next year.</p> <p>All children did have a reading journal with identified targets which improved outcomes across the school. See in year results and above.</p> <p>Spelling is still an issue across the school and is a focus for us this year.</p> <p>Focused daily reading had an impact on increasing progress and attainment across the school.</p> <p>Tutoring worked well last year and increased (Expected) EXS and (Greater Depth Standard)</p>	<p>Nov – mid May 16 weeks £7560)</p> <p>(%PP English lead salary £18,623)</p> <p>(% NP salary 1.5 hours per week SPAG 0.06 FTE £2962)</p> <p>(% LP salary 1 hour per week 0.04 FTE £1974)</p>
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	<p>To include a PPG children in a raising Attainment Plan (RAP) in each year group so that staff can be clear addressing gaps in learning in order to raise attainment and improve progress. To have class targets for PPG children based on Prior attainment and on National averages. For TRL's to track the progress and attainment of PPG children and monitor impact of subject specific interventions.</p> <p>IDL Spelling purchased</p> <p>Reading Plus Intervention</p> <p>Writing Intervention for GDS standard</p> <p>Y6 maths, reading, writing spelling and grammar intervention. 3 afternoon sessions.</p>	<p>Pupil Progress Meetings now start with PPG children.</p> <p>Interventions and class work has impact PPG children.</p>	<p>GDS in reading and writing. This will continue next year.</p> <p>EGPS is a key area and is holding back writing outcomes. This needs teacher and English lead direct teaching input next year.</p> <p>PPG RAPs is still developing. It has been successful in identifying the individual barriers facing PPG children. Including PPG children in a Raising Attainment Plan needs to continue into next year. This developed into using a Wave approach incorporated into the PPG RAP, identifying the Must and Could children who were not making progress as well as identifying other barriers to their learning. The RAPs can be used to monitor progress of Must children when leaders are monitoring.</p> <p>SLT and TLR need to routinely use the RAPs particularly identifying PPG children in monitoring and Book looks to check progress next year.</p>	
<p>Increase Yr1 phonics pass rate</p>	<p>Regularly monitor delivery of phonics and team teach when necessary.</p> <p>Phonics Lead to monitor and evaluate the teaching of phonics providing half termly reports to SLT and Governors monitoring board. Phonic Lead to engage parental</p>	<p>Pass rate improved. See above data.</p>	<p>The strategy was highly successful and will be continued next year. Phonic's lead was highly proactive in monitoring phonic lessons and evaluating the teaching of Phonics. She regularly assessed the teaching and planning of Phonics and addressed outcomes of monitoring promptly.</p>	<p>Half termly (0.6 FTE EYFS Lead salary £36,342)</p>

	involvement in seeing a Phonic lesson being taught and how to support their child at home.			
Improve maths outcomes and progress	<p>Maths lead to work with all teachers from EYFS upwards to ensure physical resources are being used to support learning.</p> <p>Lead to team teach and coach when necessary</p> <p>Lead to ensure 7 Yr1, 4 Yr2, 2 Yr4 and 4 Yr5 pupils are targeted to ensure their attainment improves in order that they make at least expected progress.</p> <p>Purchase MNP</p> <p>Introduction of Timetable Rockstars from Y2</p>	<p>Regular reports from lead with clear evidence to demonstrate improving outcomes/progress for identified pupils and impact of leadership</p> <p>Progress over two years is increasing. (-2.54 to 1.77)</p> <p>Attainment over two years is increasing. (55% to 67%)</p>	<p>Outcomes improved in maths see front page for comparison.</p> <p>Maths lead has had a clear impact on results and this is evidenced by increased attainment and progress. Regular monitoring with outcomes of evaluating being swiftly addressed. Maths No Problem published scheme has increased staff confidence and subject knowledge and ensures that teachers understand the progression of maths.</p> <p>Regular monitoring and swift action in response worked this year and will be continued next year.</p>	<p>Half termly</p> <p>(%PP Maths no problem order £2535)</p> <p>(%PP Maths Lead Salary £18,623)</p>
Improve CLL in EYFS	<p>EYFS lead to support practitioners to develop their skills in effective dialogue with young children.</p> <p>Staff will work with Phonics Lead and SLT to update their CLL is a key issue. Baseline and regular assessment data will demonstrate improved Outcomes. Children who require additional support will be targeted with clear entry and exit data indicating progress Monitoring records from Lead Half termly knowledge of Read Write Inc and its delivery. Phonic sessions will be monitored across the classes on a</p>	<p>Baseline and regular assessment data demonstrate improved outcomes.</p> <p>Monitoring records from Lead clearly evidence the impact of her support and actions</p> <p>External evaluation of EYFS learning environment confirms that there is a language rich environment.</p>	<p>CLL outcomes improved this year. See EYFS data above.</p> <p>EYFS lead has had a clear impact on results and this is evidenced by increased attainment and progress. Regular monitoring with outcomes of evaluating being swiftly addressed.</p> <p>Regular monitoring and swift action in response worked this year and will be continued next year.</p> <p>Meeting with regard to reading/phonics with parents was useful for the parents who attended however classroom visits proved more effective in informing parents about early reading. This is a strategy that we will continue next year</p>	<p>Half termly</p>

	<p>weekly basis. Feedback and any areas of development will be given to teachers straight away.</p> <p>A reading / phonics meeting will be held with the parents of EYFS children as new intakes are admitted. Parents will be shown how reading and phonics are taught in school and they will be told of the expectations on them as parents.</p> <p>EYFS Lead to ensure that Key workers engage target children with low speaking and language skills and that EYFS becomes a language rich environment.</p>			
<p>Improve pupils language and communication for pupils identified through pupil progress meetings and via SENCO.</p>	<p>SLA with specialist teacher</p> <p>Evidence from RC Action Plan</p> <p>Evidence from SW Action Plan</p>	<p>Progress reports are positive and clearly indicate progress and attainment.</p>	<p>This has a proven track record and this approach needs to continue next year.</p>	<p>Termly</p> <p>(£9871 Central SLA)</p>

<p>TA delivered interventions</p>	<p>Trained TAs to deliver Project X, teacher directed precision teaching and better reading interventions both in class and in small group withdrawal sessions for pupils identified and recorded on individual records.</p> <p>QLA will be carried out and used to inform intervention.</p> <p>Prior attainment information will be used by the class teacher to target children who are not on track to make their own expected progress based on that prior attainment.</p> <p>Standardised scores and raw scores will be used to target and plan intervention</p>	<p>These strategies have worked well this year and have demonstrated improved outcomes for all children including PPG. Prior attainment is now being routinely used to track all children and is detailed on year group RAPs. This then informs planning and targeted intervention monitored by Subject leads.</p>	<p>Although these interventions had proven impact on attainment and progress as seen in the in-year data, interventions next year could be set across the year groups based on need and under the direction of the TLRs subject leads for Maths and English who can direct based on QLA test results etc.</p> <p>This needs to continue into next year.</p>	<p>Half termly (%PP TA cost centre £91,361.12)</p>
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>When will you review implementation?</p>

<p>Improve attendance and reduce PAs and improve punctuality</p>	<p>Improve and review the use of the current EWO SLA or engage with another provider to increase the number of face to face family contacts. Establish clearly with families the reasons for poor attendance and offer long term practical solutions to address these Use the mentor information to intervene quickly when family issues occur. Instigate a weekly white envelope for good attendance. Visit similar schools across Merseyside who have improved attendance rates. Revisit the current Breakfast Club offer. Evidence from LW Action Plan From PPG Action Plan Attendance lead to analyse attendance data and have planned outcomes pupil by pupil, class by class. PPG targeted attendance data to be analysed by Attendance lead and SLT Target PP families to attend Breakfast Club at no cost. Instigate a walking bus and target the PA families to engage with this. Create a weekly class punctuality award that would build towards an end of term treat.</p>	<p>Weekly attendance shared with SLT and actioned. Increased clear impact evidence of EWO, pastoral lead and attendance panel activities shared half termly with GB.</p> <p>The impact of this has not improved PA or attendance of PPG in particular and is an urgent focus for school</p>	<p>Attendance strategy and systems need reviewing.</p> <p>There needs to be a more coherent targeted approach in tackling attendance that is consistent and robust. Data analysis should swiftly address issues as they arise. Consistency needs to be a clear priority when implementing the attendance strategy and associated systems.</p>	<p>Half termly (%PP LW Salary £16,577)</p>
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7. Additional detail

