

## Apley Wood Primary School Action Plan: 2020-21

1. Summary information					
School: Apley Wood					
Academic Year	20-21	Total PP budget	£104,150 - PP Budget + £33,520 - Catch up	Date of most recent PP Review	July 2020
Total number of pupils	418	Number of pupils eligible for PP	81	Date for next internal review of this strategy	July 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Year 1 phonic screening check (2019 data – no 2020 data available)	50%	
KS2 Results (2019)	38%	64%
% achieving ARE or above in reading, writing & maths		
% achieving ARE in reading	50% at or above	73%
% achieving ARE in writing	69% or above	78%
% achieving ARE in mathematics	69% at or above	79%
% achieving ARE in SPAG	88% at or above	78%
% Key stage 1 -2 progress in reading		
% Key Stage 1-2 progress in writing		
% Key Stage 1-2 progress in maths		
3. Barriers to future attainment (for pupils eligible for PP and LAC)		
In-school barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> )		

<b>A.</b>	Some pupils may not be working at an age related level and have gaps, misconceptions or SEN.	
<b>B.</b>	Gaps in learning post C-19 lockdown, especially for those pupils who had limited access to resources.	
<b>C.</b>	Some pupils have limited early reading skills or do not read frequently.	
<b>D.</b>	Some pupils are not emotionally ready for learning.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	In some cases, consistent attendance and punctuality.	
<b>E</b>	In some cases, access to resources and wider life experiences.	
<b>F</b>	In some cases, a lack of regular routines including home reading, spellings.	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	To ensure classroom teaching is precise and of high quality to meet the needs of disadvantaged pupils so they make at least expected progress and meet or exceed national expectations.	Pupils will meet or exceed age related national expectations in English and maths. PP pupils make at least expected progress. Support staff will support learning effectively. Additional interventions sessions will take place based on gaps/need. Governors are able to articulate the impact of the pp funding to address gaps in attainment and progress. Assessment data will show an improvement from Summer 2019
<b>B.</b>	Phonics teaching is embedded within all lessons in Reception Year1, and Year 2.  To embed and sustain a reading culture across the whole school.  Pupils have access to high quality texts within guided reading. Guided reading texts are pitched appropriately.	Yr1 pupils passing phonic screen will increase and be in line with national all pupils. PP pupils will read 3x per week.
<b>C.</b>	Pupils are emotionally ready to access learning and progress of these pupils is in line with others.	Disadvantaged pupils receive additional support for emotional, health and well being needs. The recovery plan will ensure disadvantaged pupils are supported through transition back to school. PP pupils make at least expected progress. Governors are able to articulate the impact of the pp funding to address social and emotional needs.

<b>D.</b>	<p>Disadvantaged pupil attendance to improve and be in line with others.</p> <p>All Disadvantaged pupils will meet national expectations for attendance.</p>	<p>All disadvantaged pupils will match or exceed national averages for non disadvantaged pupils.</p> <p>The school will contact parents proactively if attendance slips</p> <p>Parents will be supported with any anxiety about children returning to school following covid 19 closure.</p> <p>Attendance targets will be a feature of all AFA meetings.</p>
<b>E.</b>	<p>Pupils are exposed to a range of social, cultural and sporting experiences.</p> <p>School will deliver an engaging, broad and varied curriculum that develops pride and knowledge in the local area.</p>	<p>Pupils attend visits/events they would not normally be exposed to within and outside of the school day.</p> <p>PP participation in clubs/events remains at or increases beyond 80% once restrictions allow</p> <p>Governors are able to articulate the impact of the pp funding to improve wider opportunities for PP pupils.</p> <p>Activity passports will ensure that all pupils have opportunities to try new and varied experiences</p>
<b>F.</b>	<p>Pupils will have opportunities in school to read, practise spellings and consolidate multiplication tables.</p>	<p>Pupils will read 3x per week</p> <p>Pupils will practise on TT rockstars at least once per week in Y3,4,5,6</p> <p>Reading volunteer for disadvantaged/cic/plac pupils</p>

#### 5. Planned expenditure

academic year

2020-21

#### 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?

<p>A) Gaps are identified and targeted teaching/interventions are put in place to address needs to improve attainment in Reading, Writing and maths in all year groups.</p>	<p>Recovery Curriculum in place - Quality First Teaching for all pupils – previous year summer term objectives delivered,</p> <p>Interventions (1:1 and small group) – adapted half termly based on pupil progress needs/teacher assessments</p> <p>High quality feedback for all learners</p> <p>Half termly parental engagement through SEN reviews and AFA for PP pupils.</p> <p>Regular multiplication table practice – TT Rockstars for Y3, Y4, y5,y6 pupils.</p> <p>Appropriate models and scaffolds to support writing.</p> <p>Appropriate models and images used to support maths.</p> <p>School staff to run after school club intervention for disadvantaged pupils within their year group bubble.</p>	<p>The Sutton Trust found that ‘the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years worth of learning with very effective teachers.’</p> <p>Meta analysis of research by John Hattie breaks down quality teaching into:</p> <p>Pupils having clear goals/objectives</p> <p>Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.</p> <p>EEF - Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils</p> <p>There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students.:</p> <ul style="list-style-type: none"> <li>•Intensive tuition in small groups is very effective</li> <li>•Pupils are grouped according to specific level or need</li> <li>•Pupils’ needs are accurately assessed and targeted.</li> </ul>	<p>Termly pupil progress meetings</p> <p>Termly monitoring – books, learning walks</p> <p>Deep dives by subject leaders</p> <p>Intervention monitoring half termly</p>	<p>Subject leaders</p> <p>Monitored by</p> <p>ES/PPG Gov</p>	<p>Termly</p>
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<p>A) Rigorous basic skills approaches in place</p>	<p>Regular feedback on basic errors in all subjects.</p> <p>Pupil registration activities – spellings/times tables.</p> <p>Weekly GPS lessons.</p> <p>Maths – daily fluency 2 minutes every day.</p> <p>Word of the day activity.</p> <p>Target Pupils heard read at least 3x per week.</p>	<p>EEF – Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading</p> <p>EEF - Oral language interventions consistently show positive impact on learning with slightly larger effects for pupils from disadvantaged backgrounds</p>	<p>Termly pupil progress meetings</p> <p>Termly monitoring – books, learning walks</p> <p>Intervention monitoring half termly</p>	<p>SLT</p> <p>Monitored by ES/PPG Gov</p>	<p>Termly</p>
<p>A) Embed a reading culture</p>	<p>Quality First Teaching for all pupils. Interventions (1:1 and small group) – adapted half termly based on pupil progress needs/teacher assessments</p> <p>High quality reading provision/area in all classrooms</p> <p>Teacher focus groups for reading intervention – weekly.</p> <p>High quality feedback for all learners</p> <p>Accelerated Reader programme Year 2 upwards – TA focus on appropriate book choice</p> <p>Family literacy programme rec /year 1</p> <p>Reading focus on AF3 and AF5 to develop understanding of vocabulary and word meanings.</p>	<p>EEF found that Feedback studies tend to show very high effects on learning. Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.(EEF)</p> <p>EEF - On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>EEF studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.EEF research indicates that by working with parents and carers, Family Skills raised literacy levels of children by an additional 4 months.</p>	<p>Termly pupil progress meetings</p> <p>Monitoring</p> <p>Intervention monitoring half termly</p> <p>Half termly monitoring</p>	<p>SW</p> <p>Monitored by ES/PP Gov</p>	<p>Termly</p>

B) Enhance provision for early reading.	<p>Daily phonics teaching and use of phonics throughout other subjects Rec – Year 2.</p> <p>Phonic teaching and interventions in Year 3</p> <p>Early Reading champions to complete rigorous and timely monitoring</p> <p>CPD for all new staff or refresher training for current staff.</p>	EEF - Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	<p>Termly pupil progress meetings</p> <p>Monitoring</p> <p>Intervention monitoring half termly</p>	<p>SW</p> <p>Monitored by ES/PP Gov</p>	Termly
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<b>Total budgeted cost</b>	<p>£73,117</p> <p>+ £6,265 (catch up funding)</p>
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**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?
C) Pupils are emotionally ready to access learning and progress of these pupils is in line with others	<p>Inclusion mentor to engage with families and relevant agencies.</p> <p>Targeted support by Inclusion mentor, Pupil support assistant and ELSA staff for 1:1 and group interventions</p> <p>Calm Brain 1:1 programme for selected pupils</p> <p>Family counselling accessed for targeted pupils. (Acorn</p>	<p>Research tells us that families and parents are critical to pupils' attainment. Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of age 16 achievement.</p> <p>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. EEF foundation 2018 EEF - On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p>	Monitoring – pupil books will show progress.	YT and AR	Termly

<p>D) Disadvantaged pupil attendance to improve and be in line with others.</p>	<p>Early intervention by Inclusion mentor when absence is below 95%. – phone calls, texts</p> <p>Explore provision for walking bus for targeted pupils when COVID 19 restrictions allow.</p> <p>Attendance rewards/certificates – star award AFA half termly</p>	<p>A small number of PPG pupils have persistent absence.</p> <p>Addressing any attendance concerns is key to improving progress and attainment.</p> <p>NFER research: <a href="http://www.nfer.ac.uk/publications/PUPP01">www.nfer.ac.uk/publications/PUPP01</a>  <a href="http://www.gov.uk/government/organisations/department-for-education/about/research">www.gov.uk/government/organisations/department-for-education/about/research</a></p>	<p>Attendance monitoring</p>	<p>AR</p> <p>Monitored by ES/PP Gov</p>	<p>Termly</p>
<p>F) Pupils will have opportunities in school to read, practise spellings and consolidate multiplication tables.</p>	<p>Pupils will read at least 2x per week to an adult</p> <p>Pupils will practise on TT Rockstars at least once per week in Y3 and 4.</p> <p>reading volunteer for ppg/cic/plac pupils</p>	<p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.(EEF)</p>	<p>Monitoring</p>	<p>SLT</p>	<p>Termly</p>
<b>Total budgeted cost</b>				<b>£22,319</b>	
<b>iii. Enrichment and experiences</b>					

<p>Pupils are exposed to a range of social, cultural and sporting experiences</p>	<p>PP pupils are funded for one extra curricular activity every half term. CIC have two funded clubs – to resume once Covid 19 restrictions allow.</p> <p>Residential visits are partially funded and school visits are funded. Outdoor and adventure learning is funded.</p> <p>Sports coordinator to ensure all disadvantaged pupils have access to sporting events.</p> <p>Activity passports will ensure that all ppg pupils have opportunities to try new and varied experiences</p>	<p>EEF – studies of adventure learning interventions consistently show positive benefits on academic learning.</p> <p>EEF:</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</a></p>	<p>Termly report from Sports co-ordinator</p> <p>Finance monitoring</p> <p>Music/Art leads termly report</p>	<p>CC Monitored by ES</p> <p>Monitored by ES/KSL</p>	<p>Termly</p>
<b>Total budgeted cost</b>				<b>£5,262</b>	
<b>Overall total</b>				<b>£106,963</b> (plus further spending linked to the National tutoring programme)	

<b>6. Review of expenditure</b>	
<b>Previous Academic Year</b>	
<b>i. Quality of teaching for all</b>	



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

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

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

### iii. Other approaches

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