

## Pupil premium strategy statement 2020-21

1. Summary information					
School	GREAT BRADFORDS JUNIOR SCHOOL				
Academic Year	2020-21	Total PP budget	135,050	Date of most recent PP Review	Sept 2020
Total number of pupils	341	Number of pupils eligible for PP	96	Date for next internal review of this strategy	March 2021

2. Current attainment (based on teaching up to school closures 23.3.2020 due to the Covid -19 pandemic)				
End of KS2 Teacher Assessments 2019 - 2020	Pupils eligible for PP GBJS	Pupils eligible for PP Nationally	Pupils not eligible for PP GBJS	Pupils not eligible for PP Nationally
% ARE or above combined (Reading, Writing & Mathematics)	54%	No national data is available due the end of KS2 SATs being cancelled due to Covid-19 pandemic	75%	No national data is available due the end of KS2 SATs being cancelled due to the Covid-19 pandemic
% ARE or above in Reading	69%		83%	
% ARE or above in Writing	69%		79%	
% ARE or above in Mathematics	73%		79%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
A.	Some PP children have gaps in their mathematical understanding.
B.	Some PP children have weak language development which impacts on their reading and writing.
C.	Some PP children's personal and social skills are less developed than for other children
D.	Some PP children have additional physical or learning difficulties. (10 %) of Pupil Premium children also have SEN.)
<b>External barriers</b>	
E.	Some PP children require emotional and well-being support due to family situations.
F.	Some of our Pupil Premium children have lower attendance

<b>4. Desired outcomes</b>		
	<i>Desired outcomes</i>	<i>Success criteria</i>
<b>1.</b>	Accelerated progress in Mathematics across all phases.	Pupils eligible for the PP funding will make rapid progress from their lower starting points in order to be attaining in line with the progress of non PP children. This will be measured through the National end of Key Stage 2 SATs, PiXL assessments and CT assessments.
<b>2.</b>	Accelerated progress in Reading and Writing across all phases.	Pupils eligible for the PP funding will make rapid progress from their lower starting points in order to be attaining in line with the progress of non PP children. This will be measured through the National end of Key Stage 2 SATs, PiXL assessments, Accelerated Reader Star assessments and CT assessments.
<b>3.</b>	Children's personal, social and emotional skills and well-being to be in line with non PP children.	Pupils eligible for the PP funding will feel safe and happy in school. They will have their personal, social and emotional needs met through our pastoral and inclusion support.
<b>4.</b>	Attendance rates for PP children will be in line with non PP children.	Pupils eligible for the PP funding will show an average of 95% or above attendance, and will be in line with non PP children
<b>5.</b>	Children with additional needs, physical/and or learning, will make progress appropriate to their challenges	Pupils eligible for the PP funding, who also have SEN, will make progress from their starting points in order to be attaining in line with the progress of non PP children with SEN. This will be measured through National end of Key Stage 2 SATs, PiXL assessments, Accelerated Reader Star assessments and CT assessments.

5. Planned expenditure					
Academic year	2020-2021				
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring	Staff lead	When will you review implementation?
Accelerated progress in Mathematics across all phases.	<p>Continued professional development (CPD) for all staff members regarding mathematical development, specifically problem solving through the introduction and implementation of the Problem Solving Cats.</p> <p>Embed 'Excellence' across the school curriculum and ethos through the development of critique and feedback with all children.</p> <p>Ensure balance of individual, small group, peer to peer tutoring ('Rally Coaches') and guided instruction is provided during lessons.</p> <p>Provide 'real life' opportunities for Maths throughout KS2.</p> <p>CTs to identify cross-curricular opportunities for maths.</p> <p>CTs to ensure enough time is dedicated to maths – embed Maths Meetings ensuring consistency across the school.</p> <p>Embed pre-assessment and pre-teaching as a strategy for accelerating progress.</p>	<p><b>Rationale.</b> The projections suggest that school closures will widen the attainment gap between disadvantaged children and their peers, likely reversing progress made to narrow the gap since 2011. The median estimate indicates that the gap would widen by 36% (EEF 2020)</p> <p>One of the most effective methods for closing gaps and accelerating progress is quality feedback with the EEF suggesting a potential +8 months' progress (EEF 2018).</p> <p>The Education Endowment Foundation (EEF) suggest a +5 months acceleration in attainment and progress for 1:1 sessions, +4 months acceleration in attainment and progress for small group intervention.</p> <p>When referring to peer tutoring, they also state that: 'Overall, the introduction of peer tutoring approaches appears to have a positive impact on learning, with an average positive effect equivalent to approximately +5 months' progress. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains.'</p>	<p>CT coaching and self-evaluation focus feedback</p> <p>Planning monitoring</p> <p>Data Analysis</p> <p>Lesson drop-ins</p> <p>Termly Pupil Progress Meetings</p>	<p>Class Teachers</p> <p>Learning Support Assistants</p> <p>Maths Lead: K. Drake</p> <p>DHT: B.Simmons</p>	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p>

<p>Accelerated progress in Reading and Writing across all phases</p>	<p>Effective use of Learning Support Assistants (LSAs) linked to Performance Management targets.</p> <p>Class teachers (CT) will continue to develop their children’s understanding of phonics and other reading strategies through quality first teaching and modelling of reading, writing (including joined script) and spelling.</p> <p>Class teachers take part in year group and whole school moderation of reading and writing.</p> <p>Embed ‘Excellence’ across the school curriculum and ethos through the development of critique and feedback with all children.</p>	<p><b>Rationale:</b> Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective deployment and development of teachers and teaching assistants is therefore a high priority. Effective use of Learning Support Assistants has been shown to lead to improvements in pupils’ attitudes. Evidence from the Education Endowment Foundation suggests that children benefit from a balanced approach to literacy that includes a range of approaches. The emphasis of the different approaches will shift as children progress; effective diagnosis can help to identify priorities and focus teaching to ensure that it is efficient. The Education Endowment Foundation has found that Oral language interventions can accelerate children’s progress by 5 months, Phonics by 4 months and Reading Comprehension strategies by 6 months (EEF).</p> <p>One of the most effective methods for closing gaps and accelerating progress is quality feedback with the EEF suggesting a potential +8 months’ progress (EEF 2018).</p> <p>Additional evidence: Accelerated Reader is widely used in England, but much of the evidence for the approach comes from the US. The EEF study found that Year 7 pupils who were offered Accelerated Reader made 3 months’ additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months’ additional progress.</p>	<p>Book Scrutiny</p> <p>Data Analysis</p> <p>Lesson drop-ins</p> <p>Writing moderation in school</p> <p>Phonics assessments and target groups monitored (Year3)</p> <p>Spelling assessment – baseline and end of year</p> <p>Termly Pupil Progress Meetings</p>	<p>Class Teachers</p> <p>Learning Support Assistants</p> <p>DHT: B. Simmons</p> <p>English Leads: B. Asbridge and B. Jackson</p> <p>HT: J. Wrench</p>	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p>
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<p>Children's personal, social and emotional skills and well-being to be in line with non PP children</p>	<p>Class Teachers regularly deliver quality PSHE lessons.</p> <p>PSHE lead to keep class teachers informed of any changes or updates to the curriculum, e.g. RSE for Year 6 children.</p>	<p><b>Rationale:</b> Ensuring all children are emotionally ready for learning is vital. The Education Endowment Foundation (EEF) has shown that effective behaviour programmes can impact on pupil's progress by +3 months.</p> <p>Evidence reviews from EEF guidance report on social, emotional learning in primary schools including over 700 studies, show that on average SEL has a positive impact on academic attainment, equivalent to 4 additional months' progress.</p>	<p>Emotional Wellbeing Questionnaire</p> <p>PSHE monitoring</p> <p>Staff perceptions</p> <p>Children and Families Team meetings</p>	<p>Class Teachers</p> <p>PSHE Lead: S. Shanley</p> <p>HT: J. Wrench</p> <p>DHT: B. Simmons</p>	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p> <p>Half termly meetings</p>
<p>Attendance rates for PP children will be in line with non PP children.</p>	<p>Attendance monitored and acted upon through daily register taking by Class Teachers</p> <p>Administration Manager to monitor and analyse attendance of all children. Children falling below a 95% attendance rate will be investigated.</p> <p>Work closely with the external Attendance Officer to support children and families to raise their child's attendance at school</p>	<p><b>Rationale:</b> In order to learn, children need to be in school. Persistent absence has a significant impact on children's outcomes due to gaps in learning. If a child is persistently absent from school, they will miss a minimum of 95 hours of learning in 1 academic year or 380 hours during their time at Great Bradfords Junior school. ECC Guidance 'Learning Hours Lost'</p> <p>Evidence: 'Absence from school: A Study of its causes and effects in seven LEA's.' H. Malcolm</p>	<p>Registers – daily</p> <p>Analysis of attendance monitored termly</p> <p>Meet with the Attendance Officer regularly</p> <p>Parent meetings</p> <p>Home visits</p>	<p>Attendance Officer: Emma Brydges</p> <p>Administration Manager: A. Dickens</p> <p>Head teacher: J. Wrench</p>	<p>Ongoing monitoring</p>

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?
Accelerated progress in Mathematics across all phases	<p>Tuition: small groups after school (Year 6 only).</p> <p>Embed pre-assessment and pre-teaching as a strategy for accelerating progress.</p> <p>Use PiXL for identifying and closing gaps through diagnostic assessments, analysis and therapies.</p> <p>LSAs to receive CPD to enable them to effectively implement the use of PiXL therapies and other interventions</p>	<p><b>Rationale.</b> The Education Endowment Foundation (EEF) suggest a +5 months acceleration in attainment and progress for 1:1 sessions, +4 months acceleration in attainment and progress for small group intervention.</p> <p>‘The idea behind pre-teaching is a really simple one: children who are less confident at maths and who may struggle with the concepts being taught, work in a small group with an adult immediately prior to the lesson, looking at the maths they are just about to cover. The theory is that, when they start the lesson, they feel much more confident and are able to access the learning, which allows them to move along at the same pace as the rest of the class.’ TES – Matt Curtis 2017 ‘Pre-teaching helps to keep all maths pupils on track.’</p>	<p>Data Analysis</p> <p>CPD for LSAs to implement therapies well</p> <p>Pupil Progress Meetings</p>	<p>Class Teachers</p> <p>Learning Support Assistants</p> <p>DHT: B. Simmons</p> <p>HT: J. Wrench</p>	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p>

<p>Accelerated progress in Reading and Writing across all phases</p> <p>Attendance rates for PP children will be in line with non PP children.</p>	<p>Targeted Year 6 children to have additional small group support to close the gap with Learning Support Assistant, Class Teacher, DHT or HT during the school day.</p> <p>Targeted small group or 1:1 support in class with Learning Support Assistant or Class Teacher using PiXL therapies or other interventions.</p> <p>Regular opportunities to listen to children practise the skills of reading by Learning Support Assistant, Class Teacher or a 'reading buddy'.</p> <p>Promote and praise high or improved attendance with targeted 'on watch' children and parents to encourage continued attendance through positive relationships.</p>	<p><b>Rationale:</b> The Education Endowment Foundation has found that oral language interventions can accelerate children's progress by 5 months, Phonics by 4months and Reading Comprehension strategies by 6 months. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Small group tuition has been shown to accelerate pupil progress by 4 months. Studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. 'Effective teaching of Inference skills for reading.' National Foundation for Education Research.</p> <p><b>Rationale:</b> In order to learn, children need to be in school. Persistent absence has a significant absence on children's outcomes due to gaps in learning. If a child is persistently absent from school, they will miss a minimum of 95 hours of learning in 1 academic year or 380 hours during their time at Great Bradfords Junior school. ECC Guidance 'Learning Hours Lost' Evidence: 'Absence from school: A Study of its causes and effects in seven LEA's.' H. Malcolm</p>	<p>Data Analysis</p> <p>CPD for LSAs to implement therapies well</p> <p>Writing moderation in school</p> <p>Termly pupil progress meetings</p> <p>Analysis of attendance monitored half-termly</p> <p>Attendance Officer meetings with parents when needed.</p>	<p>Class Teachers</p> <p>Learning Support Assistants</p> <p>Subject Lead for English: B. Asbridge and B. Jackson</p> <p>HT: J. Wrench</p> <p>Attendance Officer: Emma Brydges</p> <p>Administration Manager: A. Dickens</p> <p>Head Teacher: J. Wrench</p> <p>DHT: B.Simmons</p>	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p>
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<p>Children’s personal, social and emotional skills and well-being to be in line with non PP children.</p>	<p>Bubble time – social skills group using child role models for support.</p> <p>Pastoral support – weekly sessions and ‘check-up chats’ to support social and emotional needs of children.</p> <p>Learning Mentor – support to close academic gaps in learning as well as supporting social and emotional needs of our LAC.</p>	<p><b>Rationale:</b> Children are not ready to become learners if they are not equipped with the social skills needed for school. This use of PP funding is aimed to prepare the children for learning, progressing from their emotional entry points. The Education Endowment Foundation (EEF) suggest a +3 month acceleration in attainment and progress for Social and Emotional learning and +5 months for developing self-regulation skills and for implementation of a play based approach. Although this spending may not show immediate academic acceleration, it will give potential for academic gaps to be closed in the future.</p> <p>Evidence reviews from EEF guidance report on social, emotional learning in primary schools including over 700 studies, show that on average SEL has a positive impact on academic attainment, equivalent to 4 additional months’ progress.</p>	<p>Staff perceptions</p> <p>Emotional Wellbeing questionnaire</p> <p>Children and Families Team meetings</p>	<p>Inclusion Co-ordinator: S. Taylor</p> <p>Pastoral leader: L. Shead</p> <p>Learning Mentor: L. Baker &amp; S. Morris</p> <p>HT: J Wrench</p> <p>DHT: B. Simmons</p>	<p>Ongoing assessment and review on a week-by-week basis</p> <p>December 2020</p> <p>April 2021</p> <p>July 2021</p> <p>Half termly meetings</p>
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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?
<p>Accelerated progress in Mathematics across all phases</p> <p>Accelerated progress in Reading and Writing across all phases</p> <p>PP children's personal, social and emotional skills and well-being to be in line with non PP children.</p>	<p>Summer Holiday club @ Alec Hunter school which runs for 3 weeks/2 days per week during the school summer holidays for PP children. This is dependent on what restrictions are in place still due the Covid-19 pandemic.</p> <p>Breakfast club will be offered to all children.</p> <p>Homework club will be offered only to those eligible for PP funding. In addition to qualified support staff, new ICT hardware will ensure that children have access to the resources and technology they need to complete homework regularly and to a high standard.</p> <p>Educational and aspirational visits. This is dependent on what restrictions are in place still due the Covid-19 pandemic.</p> <p>Music lessons and instruments will be offered to those children who display an interest through the Emotional Wellbeing questionnaire.</p> <p>Parental engagement and development. We will develop a training programme in which we will take the training and development to the parents, as well as encouraging them in to school.</p> <p>Outdoor adventure learning opportunities.</p>	<p><b>Rationale:</b> The Education Endowment Foundation (EEF) suggest that, on average, pupils make two additional months' progress per year from extended school time and through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to + 3 months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers. Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year. (EEF 2016) The Education Endowment Foundation (EEF) suggests that, on average, behaviour interventions can produce +3 months' improvements in academic performance along with a decrease in problematic behaviours; and that support with homework can accelerate progress by +2 months.</p> <p>Overall, the impact of arts participation [including music] on academic learning appears to be positive...Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils (EEF).</p> <p>The Education Endowment Foundation (EEF) suggests that schools should be optimistic about the potential of working with parents. There is an established link between the home learning environments at all ages and children's performance at school.</p> <p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence (EEF 2018)</p>	<p>Staff perceptions</p> <p>Emotional Wellbeing questionnaire</p> <p>Children and Family Team meetings</p>	<p>Sarah Taylor, Inclusion Co-ordinator</p> <p>Learning Support Assistants</p> <p>Breakfast club leaders</p> <p>DHT: B.Simmons</p>	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p> <p>Half termly meetings</p>

**Total budgeted cost:**

£100,000 - LSA wages (in part)

£6,000 – Extended school staff

£3,500 – CPD provision

£8,000 – Pastoral support

£1,300 – Educational trips

£2,700 – Curriculum software - PiXL

£8,500 – ICT hardware developments

£5,050 – Pupil support (Music)

**TOTAL PP funding: £135,050**

6. Review of expenditure				
Previous Academic Year		2019-2020		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
<p>Accelerated progress in Mathematics across all phases.</p> <p>Accelerated progress in Reading and Writing across all phases, for all groups of children, including low attaining children.</p> <p>PP children's personal, social and emotional skills and well-being to be in line with non PP children.</p> <p>Attendance rates for PP children will be in line with non PP children.</p>	<p>Continued professional development (CPD) for all staff members regarding mathematical development, specifically problem solving.</p> <p>Ensure balance of individual, small group, peer to peer tutoring ('Rally Coaches') and guided instruction is provided during lessons.</p> <p>Provide 'real life' opportunities for Maths throughout KS2.</p> <p>CTs to identify cross-curricular opportunities for maths.</p> <p>CTs to ensure enough time is dedicated to maths – embed Maths Meetings ensuring consistency across the school.</p> <p>Embed pre-assessment and pre-teaching as a strategy for accelerating progress.</p> <p>Lunchtime Homework Club – providing ICT facilities and adult support</p>	<p>CPD opportunities throughout the year have been cut short due to the Covid-19 pandemic. Schools were instructed to close just as we were about to embark on our coaching cycle for teachers CPD. However, earlier in the term, CTs were given the opportunity to self assess their practice and consider areas for development based on our school improvement priorities for mathematics using resources provided by KD (Maths Lead). Hence it is not possible to measure the impact of this strategy yet. The coaching cycle will begin again shortly in the autumn term of 2020.</p> <p>Similarly, after identifying CPD requirements for LSAs during the spring term, a timetable for delivering that development was not implemented because of the school closures. This will be implemented during the autumn term of 2020, starting with PiXL.</p> <p>Maths monitoring highlighted areas of development still needed in terms of real life and cross-curricular maths opportunities; however, throughout the 'lockdown' CTs had the benefit of extra time to plan and develop our new curriculum and look for opportunities where maths can be woven through the curriculum in the coming academic years.</p> <p>Maths Meeting monitoring highlighted some very good practice happening regularly. This was shared by KD at the time of monitoring and re-issued at the beginning of the autumn term 2020.</p> <p>Strategies to support reading comprehension have been provided during staff meetings by JWa and BJ and trialled by class teachers with their classes before the school closure due to the Covid-19 pandemic.</p> <p>Pupil progress meetings are ensuring that teachers are fully aware of the progress and attainment in reading, writing and maths for all groups of children, specifically PP children, and they help to identify children who would require further intervention to close gaps</p>	<p>The introduction of PiXL has been received positively by all staff and they can see the benefits of identifying gaps in children's knowledge and closing those gaps quickly using the therapies. During the next academic year, CTs and LSAs will become more familiar with the platform, how to use it to analyse data and use the therapies to support teaching and learning. This will allow the children to close gaps more quickly and make rapid progress.</p> <p>We will continue to use a flexible approach to Maths teaching and planning, where teachers can follow the Maths Mastery scheme in addition to supplementing it with more problem-solving opportunities for abler learners. Year 6 will be continuing with their pre-assessment model for maths lessons to ensure that children can spend more time applying their understanding when ready so that greater depth pupils can flourish. Maths mastery will be used to teach and support those less fluent learners. All other year groups will be actively encouraged and advised to use pre-assessment and pre-teaching as a strategy to accelerate progress.</p> <p>Maths Meeting will continue as these are a vital opportunity to embed learning and close gaps. CT will use a variety of 'best practice' strategies suggested from the Maths Meeting monitoring.</p>	<p>£96,490 – LSA wages (in part)</p> <p>£2,500 – CPD for CT and LSAs</p>

		<p>All class teachers and LSAs have a copy of their class profile which identifies different groups of children. CT were provided with an overview of the PP children in their class and the progress they had made so far. This enabled them to better understand which children were the most vulnerable and where intervention needed to take place.</p>	<p>CTs and LSAs will continue to receive their class profiles at the start of each year. These will inform and support the Children and Families Team helping them to track progress of those children in receipt of PP funding, raising awareness and targeting support in a timely manner.</p> <p>CPD provision for LSAs, particularly the use of PiXL therapies, will be implemented during the autumn term of 2020.</p> <p>During lockdown, BJ reminded CT about using the methods she has trialled in her class and is expecting all CT to embed these into their teaching of reading over the next year. BJ will ascertain the impact of these strategies through her monitoring as stated on the action plan for reading.</p> <p>Pupil Progress meetings will continue to track and monitor the progress and attainment of PP children to ensure no child falls behind, and where possible, excels.</p> <p>Class profiles will be handed out to CT and LSAs in the first half term.</p>	
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## ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
<p>Accelerated progress in Mathematics across all phases.</p> <p>Accelerated progress in Reading and Writing across all phases, for all</p>	<p>Tuition: small groups after school (Year 6 only)</p> <p>Embed pre-assessment and pre-teaching as a strategy for accelerating progress.</p> <p>1st class @number2 and Success@arithmetic Number Sense interventions for children</p>	<p>With the Covid-19 pandemic cutting short the full tuition offer this year, it is difficult to say what the impact has been, or would have been, had the year continued as normal.</p> <p>As it stood, 2 weeks prior to the end of the spring term, 81% of the children in receipt of PP funding, who attended tuition groups, achieved ARE in maths. One child made more than expected progress from their Year 5 starting point. Of the children which did not achieve ARE, all of them had other social, emotional or attendance issues.</p>	<p>Analysis of the current Year 6 cohort show that reading, as well as maths, tuition will need to continue for this academic year.</p> <p>Continue to embed pre-assessment and pre-teaching across all year groups, using LSAs effectively to deliver pre-teaching of key skills or vocabulary prior to the main lesson, or supervise classes whilst the CT conducts some pre-teaching for a short period.</p>	<p>£5000 – CT wages</p> <p>£96,490 – LSA wages (in part)</p> <p>£6,000 - Pastoral support</p>

<p>groups of children, including low attaining children.</p> <p>PP children's personal, social and emotional skills and well-being to be in line with non PP children.</p> <p>Attendance Rates for PP children will be in line with non PP children.</p>	<p>who are falling behind and SEN children in KS2.</p> <p>LSAs to receive CPD for effective classroom support over a 7-week block.</p> <p>'Catch-up Reading' and 'Inference' group interventions for children who are identified as low attaining</p> <p>Targeted Year 6 children to have additional small group support to close the gap with Learning Support Assistant or Class Teacher during the school day</p> <p>Targeted 1:1 support in class with Learning Support Assistant or Class Teacher</p> <p>Targeted small group support in class with Learning Support Assistant or Class Teacher</p> <p>Regular opportunities to listen to children practise the skills of reading by Learning Support Assistant, Class Teacher or a 'reading buddy'</p> <p>Attendance monitored and acted upon through daily register taking by Class Teachers</p> <p>Administration Manager to monitor and analyse attendance of all children. Children falling below a 95%</p>	<p>After implementing the new tracking system for recording the entry and exit data for the interventions, it has been clearer to see the impact or lack thereof. However, the stated interventions have not shown the desired impact which could be due to a number of factors: staff absences meaning that group sessions were cancelled; Covid -19 pandemic meaning that interventions were halted; other needs of the child, such as emotional or behavioural difficulties, or attendance issues. Although it seems that progress has been made with some children, the gains have not been significant enough to impact their classwork or progress and attainment.</p> <p>Mid-year analysis of 'The Bradfords Boys Club' (BB lunchtime club) was proving too difficult to manage for the supervising adults in terms of numbers of children attending the club and the mixture of personalities. They seemed to be having a negative impact on each other and needed a different approach. I liaised with the MDAs and introduced the 'Apprentice Monitors' scheme. This allowed the children to take on responsibility and demonstrate the 'green' behaviours to the other children whilst learning how to behave sensibly from the Year 6 monitors themselves. It also meant that they were being exposed to positive role models rather than living up to their perceived image of displaying 'red' behaviours. This approach proved successful with the children involved and the staff who supported the BB club.</p> <p>The planned LSA seven week CPD program was cancelled because of school closures due to the Covid-19 pandemic.</p> <p>Star club was well-attended by children last year because it is a positive, safe environment where children have support to help them make better choices in class or on the playground. We have seen a reduction in playground 'red' incidences by children who have attended Star club regularly.</p> <p>Circle club has been successful this year, according to CTs, who report it helps to identify and support specific children with their personal, social and emotional well-being, which in turn allows them to embrace school life with greater confidence.</p> <p>Attendance for PP children has been an average of 92%. This is disappointingly below our target of 95% and is less than their non PP peers, which ended at an average of 96.5% for 2019-20. The</p>	<p>Interventions for the forthcoming year will be in the form of pre-teaching and PiXL therapies.</p> <p>Due to the new restrictions in place because of the pandemic, we will not be running a lunchtime club this year. Children will be eating in their own classrooms and not playing in mixed year smaller class bubbles. This should limit the undesirable behaviours and will be easier to deal with should issues arise.</p> <p>LSA CPD will commence in the first half of the autumn term. This will be focussed initially around the use of PiXL for the first 3 sessions with the focus then being targeted to their specific requests for development.</p> <p>Due to the Covid -19 pandemic, the following clubs will not be taking place in the forthcoming academic year: Circle club, Star club and the lunchtime BB club, as well as the Multi-skills and Active-8 sessions. The situation will continue to be monitored throughout the year and changes to this provision may occur as restrictions change or lift completely.</p> <p>Attendance for the most vulnerable will be more closely monitored this year. Closer analysis of data from the previous year and this current year has already identified key children to keep on a 'watch list'. We will make our best endeavours to celebrate improved attendance with these children and parents, and engage with them in a more positive way to encourage improved attendance.</p> <p>The Children and Families team will continue to meet regularly to track and raise awareness</p>	<p>£1,500 – Circle club</p>
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	<p>attendance rate will be investigated.</p> <p>Work closely with the external Attendance Officer to support children and families to raise their child's attendance at school</p> <p>Bubble time – social skills group using child role models for support</p> <p>Multi-skills – gross motor skills, fair play, turn-taking, increased confidence, speaking and listening skills</p> <p>Pastoral support – weekly sessions and 'check-up chats' to support social and emotional needs</p> <p>Lunchtime Club – to support children's development of fair, kind play and turn-taking</p> <p>Star Club – support for vulnerable children lacking in confidence and help to develop the social skills to make and keep friends</p> <p>Circle Club - an after-school club designed to increase confidence and resilience in children</p> <p>Learning Mentor – support to close academic gaps in learning as well as supporting social and emotional needs</p>	<p>Children and Families team meet regularly and discuss any children who are falling below the average attendance and take action to improve the situation, with varying degrees of success.</p> <p>The Attendance Officer has supported the school well by meeting regularly with the HT and arranging meetings with parents to discuss any issues they may have ensuring their children attend school.</p> <p>Pastoral support continues to be a vital system we have in place to support those children who have difficulties in school or home life. With the introduction of the new 'yellow slip', the referral process from CTs and LSAs to the pastoral team has been more fluid and efficient, and has allowed us to track, support and feedback more easily. Having the Children and Families team meetings regularly has allowed a more joined-up approach to concerning children.</p> <p>With only qualitative data to measure pastoral impact this year, an Emotional Wellbeing questionnaire has been devised to collect pupil views around a variety of issues. This should help to ensure that we can simultaneously track pupil's wellbeing and progress more efficiently.</p> <p>Learning mentors continued to support our LAC with weekly meetings and support offered to assist their learning. The worked in collaboration with the Class Teachers to close gaps and support progress.</p>	<p>of vulnerable children. Collaboration will continue with the Home/School Liaison Officer to support children and families in their home life, and in-school pastoral support will continue to be provided in a Covid – secure way.</p> <p>Learning Mentors will continue to support our LAC with their learning, social and emotional needs.</p>	
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iii. Other approaches				
Desired outcomes	Chosen action/approach	Estimated impact	Lessons learned	Cost
<p>Accelerated progress in Mathematics across all phases.</p> <p>Accelerated progress in Reading and Writing across all phases, for all groups of children, including low attaining children.</p> <p>Children's personal, social and emotional skills and well-being to be in line with non PP children.</p> <p>Attendance rates for PP children will be in line with non PP children.</p>	<p>Summer Holiday club @ Alec Hunter school which runs for 3 weeks/2 days per week during the school summer holidays for PP children</p> <p>Breakfast club - daily</p> <p>Homework club - weekly</p> <p>After-school clubs - weekly</p> <p>Educational visits</p>	<p>Homework club was well-attended by children across all year groups. Often the club was over-attended but not through choice - more as consequence for not completing homework and was not being used as intended: support and available resources, and time. Feedback gathered from HOYs confirms this, and they feel that as the club is offered during children's lunchtime, children do not want to voluntarily attend. Hence, when children do not complete it at home, they subsequently find themselves in homework club to complete it as a consequence.</p> <p>CTs are concerned that if we do not offer a homework club, many children will simply choose not to do their homework. This is particularly worrying for the Year 6 teachers who feel that they would be doing the children a disservice by not preparing them fully for their transition to secondary school.</p> <p>Summer holiday club was cancelled due to the Covid-19 pandemic.</p> <p>The after-school clubs were well attended by PP children (56%) throughout the year up until closure due to the pandemic. Plans are in place to encourage more PP children to attend clubs by conducting Emotional Wellbeing questionnaires at the beginning and end of each academic year. This may help to identify what interests the children have so we can tailor our offer to meet this and, as such, see a greater attendance to the clubs by PP children.</p> <p>Breakfast club continues to provide a supportive and safe start to the day for our children.</p> <p>No child has missed out on an educational visit because of their family's personal or financial circumstances.</p>	<p>Homework club will be offered this year with the following adjustments made to this provision considering the current Covid-19 restrictions:</p> <ul style="list-style-type: none"> <li>• Only available to PP funded children</li> <li>• After-school sessions for 1 hour</li> <li>• 1 day per year group</li> <li>• Laptops available for online homework</li> <li>• By invitation only through a letter to parents</li> </ul> <p>Summer holiday club may be offered for Summer 2021 depending on the restrictions due to the Covid-19 pandemic.</p> <p>After-school clubs may be offered to all children from the summer term depending on the restrictions due to the Covid-19 pandemic.</p> <p>Breakfast club will continue to be offered for all groups of children.</p> <p>We will continue to subsidise the cost educational visits for children in receipt of PP funding to allow them to enjoy and benefit from this type of enrichment of the curriculum. We will also provide opportunities for PP funded children to have experiences that normally they would not be able to access due to their home/financial circumstances. This will strive to raise the aspirations and ambitions for those less privileged children.</p>	<p>£96,490 – Homework club and After-school clubs – LSA wages (in part)</p> <p>£530 – Summer holiday club</p> <p>£60 – Breakfast club</p> <p>£1000 – Educational Visits</p>

## 7. Additional detail: Analysis

### Actions for 2019-20:

- SENco to develop a new, more efficient, format for collection of data relating to interventions and LSAs will need to be trained accordingly  
**Achieved:** LSAs have been using an electronic document to input the entry and exit data for the children they support in intervention groups. This shows where progress has been made. There is also the space to record attendance to the sessions and a 'notes' section for the LSA to record issues regarding behaviour/attitude etc. which might indicate why progress has not been made.
- Children and Families Team to be set up and will meet every 4 weeks. Attendees to include: HT, DHT, SENco, Inclusion Manager, Pastoral Lead, Home/School Liaison Worker, as well as an LSA representative from each year group. (LSAs will attend for the final 10-15 minutes to hear key messages and consequently feedback to their teams.)  
**Achieved:** These meetings regularly occurred in the Autumn and Spring terms. Feedback from staff involved feel that this is a very beneficial use of time to ensure that we use a joined-up approach to support those most vulnerable children.
- Review of the referral process in place presently to allow for greater ownership of referrals by CTs and use of the expertise of Home/School Liaison Worker in a supportive role, rather than a reactive, last resort approach.  
**Achieved:** The introduction of the 'Yellow slip' has enabled CTs and/or LSAs to refer children they are concerned about in a more formal way. Actions can be taken and fed back to the CT and/or LSA who can support in class, where necessary.
- Analysis of Homework, After-school, Summer Holiday, Breakfast, Lunchtime, Star and Circle club is yet to be evaluated for impact. Greater, more efficient sharing and collection of data to these clubs needs to happen with haste to allow to us accurately measure impact.  
**Achieved:** An excel document has been created by the Administration manager to record attendance to these clubs which has made the process easier and more efficient. As such, new processes, such as the Emotional Wellbeing questionnaire will assist us further develop this area of provision.

## 8. Additional detail:

### Actions for 2020-21:

- Ensure the Emotional Development questionnaire is implemented by pastoral leads and LSAs at the beginning of the academic year and again at the end of the year.
- Track the effectiveness of therapies by ensuring CTs and LSAs record progress and when interventions have taken place. Meet with HOYs in the autumn term to agree strategy.
- Continue to be alert to changes in Covid-19 restrictions to allow strategies to be implemented as soon as permitted.
- Develop use of 3-year strategy template for PP strategy