

## Annex 2c: Pupil premium strategy statement Black Torrington Primary School

1. Summary information							
<b>School</b>	Black Torrington Primary School						
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>		£9300	<b>Date of most recent PP Review</b>		July 2019
<b>Total number of pupils</b>	30	<b>Number of pupils eligible for PP</b>		5	<b>Date for next internal review of this strategy</b>		January 2020
<b>Number of pupils eligible for Pupil Premium.</b>	<b>EYFS: 0</b>	<b>Y1: 1</b>	<b>Y2:1</b>	<b>Y3:1</b>	<b>Y4: 1</b>	<b>Y5:1</b>	<b>Y6:0</b>

Achievement (PP and all pupils) at Black Torrington Primary School compared to all Primary Schools in England		
	<i>Black Torrington (PP pupils)</i>	<i>Black Torrington all pupils/National average all pupils</i>
% achieving Good Level of Development at Early Years	<b>100%</b>	80%
% achieving pass mark in Y1 phonics	<b>100%</b>	80%
% achieving pass mark in Year 2 phonics retake	<b>0%</b>	0%
% attaining age related expectations in Reading in Y2	<b>0%</b>	67%/76%
% attaining age related expectations in Writing in Y2	<b>0%</b>	67%
% attaining age related expectations in Maths in Y2	<b>0%</b>	67%/77%
% attaining age related expectations in Reading, Writing and Maths in Y6	<b>33%</b>	50%/65%
% attaining age related expectations in Reading in Y6	<b>33%</b>	50%/73%
% attaining age related expectations in Writing in Y6	<b>33%</b>	50%/78%
% attaining age related expectations in Maths in Y6	<b>33%</b>	50%/79%
Average progress score in reading Y6	<b>-3</b>	
Average progress score in writing Y6	<b>-1.7</b>	

Average progress score in Maths Y6	<b>-3.4</b>	
% attaining age related expectations in Grammar, Spelling and Punctuation in Y6	<b>33%</b>	<b>50%/78%</b>

## 2. Barriers to future attainment (for pupils eligible for PP)

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

<b>A.</b>	<p>Raising aspirations and providing extended opportunities to explore different environments and cultures.</p> <p>Through conferring and questioning children, we have noted that some children have low aspirations and limited hope for the future. This means that their learning (as they grow older) can lack meaning and provide no motivation – leading to non-engagement which impacts on progress/attainment.</p>
<b>B.</b>	<p>Delayed speech and language development leading to difficulties with communication and language acquisition.</p> <p>There are a number of children arriving in school with delayed speech and language development. This means that these children have a lower starting point compared to their peers and this impacts on other areas of development. This attainment gap can continue to their next stage of education.</p>
<b>C.</b>	<p>A number of children have social and emotional difficulties. This leads to lack of resilience and potential mental health issues.</p> <p>A number of children across year groups have additional social and emotional needs – these children are often part of an Early Help Plan. Because of anxiety and lack of resilience, these children struggle with engagement and concentration..</p>
<b>D.</b>	<p>Developing reading skills, including early skills and phonics, have to be targeted at an early stage in order to accelerate progress and address low attainment in reading.</p> <p>Children read less at home (particularly in middle and low attainers. Some children have little or no experience of books before starting school and using screens and devices has replaced reading time for some children.</p>
<b>E.</b>	<p>Outcomes of pupil premium children vary in comparison with peers and national expectations.</p> <p>In some cases, children who are entitled to pupil premium are also children with special educational needs. These pupils have a range of special educational needs such as ASD, and social and emotional needs and communication/interaction. These pupils sometime struggle to make sufficient progress despite targeted intervention and this can become more challenging in KS2 as the complexity and attainment standards in KS2 change.</p>

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

<b>F.</b>	<p>Attendance of children – some PPG children have lower levels of attendance.</p> <p>Despite work on attendance, working with parents through Early Help and a close working partnership with EWO, attendance of PG children is less that for other group.</p>
<b>G.</b>	<p>Opportunities – some PPG children have limited access to enrichment opportunities and different environments.</p> <p>Through conferencing children we have noted that some children have limited experiences outside school, leading to a narrowing of opportunities and limited language for shared experiences.</p>

<p><b>I.</b></p>	<p>Some parents are not confident in helping their children to read and complete tasks at home.</p> <p>In some cases, parents of pupil premium children find engaging in their child's education a challenge. This can lead to poor relationships with school and a feeling that they are not part of the school community.</p>	
<b>3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)</b>		<b>Success criteria</b>
<p><b>A.</b></p>	<p><b>Children make good or better progress from their starting points in reading and maths.</b></p> <p>Teaching and learning is personalised to meet the needs of disadvantaged children and vulnerable groups.</p>	<p>Children are engaged with their learning and are making at least good progress.</p> <p>Some disadvantaged children make accelerated progress.</p>
<p><b>B.</b></p>	<p><b>Delayed speech and language needs are met and children make rapid and sustained progress towards age related expectations.</b></p> <p>Children with speech and language difficulties will be identified quickly and targeted interventions planned to ensure children make rapid progress.</p>	<p>Assessment/standardised scores and formal assessments to reflect good or accelerated progress of children with speech and language needs.</p> <p>Intervention records and SALT reports will also reflect this.</p>
<p><b>C.</b></p>	<p><b>Pupils' aspirations are raised through visits, visitors, PSHE and an enriched curriculum, including engagement with role models from the local community.</b></p> <p>A programme of visits and visitors, including role models from the local community and from diverse backgrounds and cultures, will be planned annually to support motivation and aspirational thinking.</p>	<p>Children to develop aspirational thinking and an awareness of pathways to goals. They will have 'real' people from their community, and from passionate and diverse role models, to engage and motivate them.</p> <p>Audits of children's aspirations and representation of vulnerable groups across the school will reflect this.</p>
<p><b>D.</b></p>	<p><b>Links with visits and visitors are extended to those beyond the school community in order to develop multicultural awareness.</b></p> <p>A programme of visits and visitors, including role models from the local community and other cultures/backgrounds, will be planned annually to support motivation and aspirational thinking.</p>	<p>Children to have an enhanced awareness of cultures and environments different from their own.</p> <p>Records of visits and visitors will reflect this.</p>
<p><b>E.</b></p>	<p><b>Support and interventions are in place to ensure that the needs of children with social and emotional issues are met. Children with mental health needs are identified at an early stage and supported.</b></p> <p>A safe and secure learning environment which demonstrates respect, acceptance and understanding is provided for all children.</p> <p>Mental wellbeing is promoted consistently across all year groups using the '10 a day' programme and through PSHE. Individuals and groups will have additional resources to support their needs.</p> <p>Individual needs are supported with behaviour management strategies and targeted intervention where appropriate.</p>	<p>Children have strategies to manage their emotions and can talk about their mental health in a positive way.</p> <p>This will be monitored through Intervention records, 'Strengths and Difficulties' questionnaires and Behaviour logs.</p>

4. Planned expenditure					
Academic year		2019/20			
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?
<p><b>Support teaching and non-teaching staff to understand and implement approaches for raising expectations for vulnerable groups of children, including PPG children.</b></p>	<p>SENDCo to provide INSET half termly.</p> <p>SENDCo to act as Pupil Premium Champion :</p> <p>Individual vulnerable groups Case Studies regularly updated and actions taken as a result;</p> <p>Termly questionnaires to analyse concerns, interests and barriers for vulnerable groups – support for staff in acting on and reducing barriers;</p> <p>Half termly analysis of data for vulnerable groups; impact of intervention and personalised learning monitored;</p> <p>Promote inclusion of vulnerable groups</p> <p>Champion improved mental health for all groups, including staff.</p>	<p>EEF Guide to Pupil Premium children.</p> <p>Evidence informed teachers and leaders combine findings from research with professional expertise to make decisions.</p>	<p>SENDCo to meet regularly with staff, teaching and non-teaching,, to provide INSET, teaching and learning support, data analysis, INSET for specific approaches and to meet the needs of some vulnerable groups .</p> <p>Half termly analysis of data to support decision making and priorities</p> <p>Regular lesson and book monitoring.</p> <p>Environmental observations to ensure access for all.</p> <p>Observations of targeted interventions and support improved outcomes for vulnerable groups.</p> <p>Listening to the voice of pupils through termly questionnaires and interviews.</p> <p>Listening to the voice of parents through parent voice questionnaires and Parent voice meetings.</p> <p>Half Termly Monitoring of Behaviour Logs safeguarding information to and attendance to support needs of individuals and groups; information sharing with staff and positive approach to building relationships with parents.</p>	<p>SENDCo</p> <p>Executive Head teacher</p> <p>English, Maths Subject Leaders</p>	<p>Half Termly Pupil Progress Meeting reviews.</p> <p>Vulnerable Groups Action Plan – half termly review</p> <p>£1440</p>

<p><b>To increase the percentage of children achieving well and exceptionally well in reading and maths.</b></p> <p><b>Ensure 100% of pupils make expected progress from their starting points.</b></p>	<p>'Coaching' supports CPD and regular reviews of teaching and learning.</p> <p>Maths Mastery programme 2019/20, continuing from 2018/19 as part of Maths Action Plan</p> <p>'A community of readers' – increased focus progress and attainment in reading and phonics, including motivation for reading, through Reading/Phonics Action Plan.</p> <p>CPD (TA and teacher) to include external agencies involvement – DTSA and Babcock</p>	<p>Quality First teaching has the greatest impact on attainment and progress and is the greatest lever schools have to improve outcomes for disadvantaged children.</p> <p>EEF Teaching and Learning Toolkit, Guide to Pupil Premium</p> <p>The CPD programme is supported by DTSA and Babcock LPD – this provides comprehensive and targeted support for teachers.</p>	<p>Coaching sessions fortnightly through each term – build in time for feedback</p> <p>Maths Mastery programme 2019/20</p> <p>Read Write Inc. introduced Autumn 2019</p> <p>Learning Walks, Pupil conferencing, Book scrutiny</p> <p>Intervention and TA observations by SENDCo</p> <p>Feedback on CPD – support for implementation of new initiatives.</p> <p>Subject Action Plans – half-termly reviews.</p>	<p>Executive Head Teacher SENDCo English/Maths Coordinators</p>	<p>Half termly - Assessment Data, Learning walks, Coaching sessions – some through Maths Mastery Course, Book scrutiny.</p> <p>Termly Pupil Progress meeting reviews - Leadership team with class teacher</p> <p>Monitoring of Action Plans half-termly.</p> <p>£1440</p>
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**Total budgeted cost** £2880

**ii) Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p><b>Children will make rapid and sustained progress in reading and will be on track to meet age related expectations</b></p>	<p>A community of Readers – Reading/Phonics Action Plan:</p> <p>DELP – Enhanced language programme principles to support the understanding and use of language. Tier one, two and three vocabulary, focus on morphology and language comprehension</p> <p>High quality/motivational reading material.</p> <p>Targeted interventions – Precision Teaching/Nessy.</p>	<p>EEF . – Reading comprehension strategies - high impact based on very, low costs.</p> <p>EEF – Phonics interventions – moderate impact for very low cost.</p> <p>EEF Guide to the Pupil Premium – Targeted academic support has a positive impact on those who are not making good progress across the spectrum of achievement.</p>	<p>Tracking of progress and monitoring of books; discussion with pupils through conferencing and Pupil Support Meetings.</p> <p>Action Plan monitoring through observations and baseline progress measures.</p> <p>Half termly analysis of data.</p>	<p>Primary Lead Maths Lead SENDCo</p>	<p>Half Termly pupil progress meetings INSET to support intervention effectiveness and consistency.</p> <p>Interventions: £5391.20</p>

<p><b>Children to make rapid and sustained progress in maths.</b></p> <p><b>Pre Teaching sessions in maths support engaged, thoughtful and connected learner ; assigning confidence through the use of agreed Pre Teaching strategies.</b></p> <p><b>Maths Mastery programme to support focused improvement in the teaching of maths.</b></p>	<p>Twice weekly Pre Teaching in maths for agreed groups of learners.</p> <p>Regular CPD through Maths Mastery Programme.</p>	<p><b>Pre Teaching research form Babcock Devon</b></p> <p><i>The impact has been extraordinary. We have had the privilege of witnessing teachers change children's lives through this project. Children who had no belief in themselves as learners in mathematics now believe in themselves, and are actively involved in their own learning and in the learning of others – Maths Adviser</i></p> <p><b>Supporting children to be active and influential participants in mathematics lessons through effective use of assigning competence and pre-teaching Final Report July 2017.</b></p> <p>Impact of Pre teaching in 2018/19 – assessment data shows improved progress and attainment.</p>	<p>Regular learning walks and learning scrutiny to ensure high quality Pre Teaching after regular CPD opportunities.</p> <p>Half termly data analysis of maths progress.</p>	<p>Maths Lead Primary Lead SENDCo Governors</p>	<p>Half Termly through Pupil Progress meetings.</p> <p>Interventions £2660</p>
<p><b>Children with social and emotional needs (that create barriers to successful learning) to have 'in school' support leading to good and sustained progress.</b></p>	<p>Staff and Mental health champions to work with individual children and their families.</p> <p>Mental Health Policy to be have input from school community.</p> <p>Support from mental health professionals when required. Signposting as required.</p> <p>Whole Cluster focus on Ten a Day for mental health and 'Normal Magic' mental health strategies.</p> <p>PSHE - development of curriculum. Use of Young Citizens, Expect Respect resources</p> <p>Behaviour Support - new Behaviour Policy now implemented and clear expectations in all classrooms.</p> <p>Individual behaviour plans as required.</p>	<p>SEL (social and emotional) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (EEF).</p> <p>EEF – Pupil Premium Guide Wider strategies relate to the most significant non-academic barriers to success in school.</p> <p>Care Farm trialled 2016/17 (Summer Term) and repeated 2017/18/19 with KS2 children demonstrated more positive approach to school and improved behaviour/confidence as learners. Transitions supported.</p> <p>Forest School/Wild Tribe established 2017/18/19 in Federation with motivation for learning improved and focused skills – identification, preparing planning, planting, gardening, growing, developed. Risk taking and keeping safe - clear focus for developmental skills.</p>	<p>Baseline assessments - strengths and difficulties – reviewed regularly to support focus of interventions (THRIVE approach) and monitor effect.</p> <p>Mental Health Mentors – development of these roles in school.</p> <p>Mental Health Policy – community input to finalise.</p> <p>Use of Young Citizens and Expect Respect resources to support equality and inclusion.</p>	<p>SENDCo</p>	<p>Half Termly through Early Help process, TAF meetings, intervention monitoring and Pupil Progress meetings.</p> <p>£400 Resources</p>

	Care Farm visits to support new skills, widening of opportunities and time to reflect on emotions and anxieties.  Staff to be trained in Wild Tribe outdoor learning strategies..	Normal Magic strategies and '10 a day for Mental Health' have been part of CPD in 2018/19..			
<b>Children with delayed speech and language development make sustained progress to meet age related expectations in reading and phonics</b>	Speech and Language Link early assessment and resources support identification and targeted support. Phonics intervention programme. Targeted speech and language support.  Increased adult support to increase adult: child ratio.	EEF research – Speech and language interventions: Moderate impact for low costs.  National data evidence supports the success of Speech and Language Link in identification of need.  EEF Pupil Premium Guide Language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment. The Aspire Educational Trust.	Speech and Language Link baseline and progress assessments. DELP strategies across all classes to support language. Phonics intervention(s) after assessment of needs. Plymouth Oracy Project Half termly assessments to assess progress and identify progress and areas of need.	Primary Lead SENDCo Phonics Lead	Half Termly Pupil progress meetings
<b>Disadvantaged children with SEND make at least expected progress.</b>	Provision mapping Highly specific target setting Frequent book scrutiny Pupil progress meetings to address the needs of these pupils in detail Targeted feedback that follows school policy	Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim to (and be capable of) producing improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal or written. It can come from a teacher or someone taking a teaching role, or from peers. EEF/ Sutton Trust	To monitor progress frequently and seek the views of the children further about their learning. To ensure that lesson planning meets the needs of children and support the teacher to do this. Develop a shared ownership of each child's progress.	Primary Lead SENDCo	Half Termly pupil progress meetings. Termly conferencing of children
<b>Total Budgeted Cost</b>					<b>£8451.20</b>
<b>lii Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p><b>To enable all pupils to participate fully in after-school clubs and activities and to provide financial support for educational visits, raising horizons and aspirations.</b></p>	<p>After school clubs to develop learning beyond the curriculum e.g. cooking, art and PE</p> <p>Residential in KS2 – Y5 and Y6.</p> <p>Programme of visits and visitors to raise aspirations.</p>	<p>Learn away project 2015 (6 year project) presented to national Geographic Society claims residential trips impact on self-esteem, relationships with others and ability to work in team as well as improving disposition to learning</p> <p>OFSTED Pupil Premium 2016-17</p> <p>EEF – Pupil Premium Guide</p> <p>Wider strategies relate to the most significant non-academic barriers to success in school.</p>	<p>Ensure all PPG pupils have access to full range of extracurricular activities and are encouraged to attend.</p> <p>No pupil excluded from clubs and residential – class teachers to monitor take-up</p>	<p>Executive Head teacher SENDCo PPG champion.</p>	<p>Termly through Vulnerable Group Action Plan monitoring</p> <p>PPG trip support to reduce financial commitment form parents</p>
<p><b>Support parents in understanding how to help their child with reading and homework.</b></p>	<p>A community of Readers – Reading Action Plan:</p> <p>Parent workshops and opportunities to work alongside their children termly.</p>	<p>Workshop trialled in December 2018</p> <p>There is a need to find creative ways to engage with parents and provide them with appropriate advice and information that dispels false myths and assumptions.</p> <p>Young People's Aspirations in Rural Areas</p>	<p>Support from Devon Learning Partnership and subject specialists</p>	<p>Executive Head teacher SENDCo PPG champion</p>	<p>Termly through parents and child feedback</p>
<b>Total budgeted cost</b>					<b>£500</b>

iii)Review of expenditure				
<b>Previous Academic Year</b>		<b>2018/19</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

<p><b>Support teaching and non-teaching staff to understand and implement approaches for raising expectations for vulnerable groups of children including PPG children.</b></p>	<p>SENDCo to provide INSET half termly.</p> <p>Pupil Premium Champion :</p> <p>Individual Case Studies regularly updated</p> <p>Termly questionnaires</p> <p>Half termly analysis of data for vulnerable groups</p> <p>Promote inclusion of vulnerable</p> <p>Champion improved mental health for all groups, including staff.</p>	<p>Progress and attainment of vulnerable groups has been closely monitored and strategies to support accelerated progress have been reviewed. Half termly analysis of progress data has ensured that additional intervention or changes in approach and implemented appropriately. Action plans for individual children have supported clear identification of need and prompt response.</p> <p>Progress and attainment of vulnerable groups has improved from September 2018 and gaps between vulnerable and non-vulnerable groups have reduced.</p> <p>Upper KS2 pupil conferencing demonstrated that vulnerable groups have a greater awareness of their learning goals and how to improve their work.</p> <p>Inclusion of vulnerable groups has resulted in greater numbers being involved in after school clubs and full involvement in Residential trips .</p>	<p>Increase knowledge of baseline achievement of vulnerable groups so progress can be more accurately measured</p> <p>Better understanding of ASD and the impact of communication difficulties has resulted in improved progress attainment for vulnerable groups.</p>	
<p><b>Support all learners in achieving greater depth in maths through higher level questioning and dialogue, understanding of success criteria and extension activities.</b></p>	<p>All learners to be supported with key questions on learning walls and with dialogue prompts to support effective discussions/collaboration and higher level thinking.</p> <p>All learners to be supported with visible success criteria and modelling of 'what makes 'good' work.</p> <p>Extension/challenge activities to be visible in books.</p>	<p>Environmental audits demonstrate modelling of skills on working walls.</p> <p>Extension activities clearly evident in books – books scrutinies and lesson observations record and recognise these.</p> <p>Marking and feedback policy is now in place and reflects contributions from all staff in giving the most impactful and supportive feedback, including key questioning to extend and develop higher level thinking.</p> <p>Upper KS2 pupil conferencing demonstrated that vulnerable groups have a greater awareness of their learning goals and how to improve their work</p> <p>Number of children achieving greater depth in reading and maths has increased for some groups.</p> <p>Marking and Feedback Policy in place – 'pink for think ' feedback used to support increased challenge.</p>	<p>Improving questioning and feedback for low and middle attainers is now a focus. This will be linked with a focus on the acquisition and understanding of language and learning to learn strategies.</p>	

<b>Improve the quality of maths opportunities through focused CPD and more focused and resourced pre teaching opportunities.</b>	Pre Teaching to be used weekly to assign confidence to identified groups of learners.  Maths Mastery programme 2018/19.	Maths attainment has improved for some groups of children. Pre Teach support has demonstrated that children make accelerated progress and confidence in maths sessions has improved. See Pre Teach impact report 2018/19.	Pre Teaching will continue in 2019/20. School is still part of Maths Mastery Programme building on the success and understanding from 2018/19.	<b>Total</b> <b>£6800</b>
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## ii. Targeted support

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:.</b>	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Pre Teaching sessions in maths support engaged, thoughtful and connected learners ; assigning confidence through the use of agreed Pre Teaching strategies.	Twice weekly Pre Teaching in maths for agreed groups of learners.  Regular CPD through Maths Mastery	Pre Teach support has demonstrated that children make accelerated progress and confidence in maths sessions has improved. See Pre Teach impact report 2018/19. Pupil questionnaires reflect that the vast majority all children feeling safe and happy in school , with all children in vulnerable groups feeling safe and happy in school.	Pre Teaching will continue in 2019/20 – see Pre Teach impact report 2018/19. This strategy was reported to assign confidence in learners with low confidence ion maths	
Improved understating of children’s behaviour through agreed sanctions/rewards system and focus on Behaviour Policy, Involving parents in Policy review and regular communication to support parents’ understanding.	Review of Behaviour Policy and how behaviour is communicated to parents.  Additional SENCO/learning support time to develop and support individual.	Behaviour Policy formed addressing needs of all learners with collaborative approach. Parents share in policy and behaviour expectations.  Behaviour logs reduced across schools both for disadvantaged and other groups.	Behaviour Policy and system for rewards/sanctions established. Regular visual and verbal reminders of ‘yes please’ and ‘no thank you’ behaviours essential.	
Children with social and emotional needs that create barriers to successful learning to have in school support	SENDCo to work with individual children regularly and families to support agreed approaches and shared understanding Wild Tribe to engage with outdoor learning skills and build emotional resilience.	Early Help process established to support children and their families with complex issues and a multi-agency approach. Mental Health First Aiders established.  Mental Health Mentor Groups formed.  Outdoor Learning established as supportive for social and emotional difficulties.	Parents report that their children feel more able to talk about their emotions and have improved self-regulation strategies in school.  Early Help to continue to be a priority for families with complex needs.  Staff training for Outdoor learning/Wild Tribe planned Summer 2020 to build on Wild Tribe strategies already established.	

Children with social and emotional needs that create barriers to successful learning to have in school support	Care Farm visits  Forest School/Nature Ranger sessions  Whole Cluster focus on Ten a Day for mental health. Attachment CDP October 2018.  More able writing /maths workshops – 1 termly	Care Farm visits have supported children's ability to manage school and have a focus for their	Parents report that their children feel more able to talk about their emotions and have improved self-regulation strategies in school.  Early Help to continue to be a priority for families with complex needs.  Staff training for Outdoor learning/Wild Tribe planned Summer 2020 to build on Wild Tribe strategies already established.	
Improved attainment in KS2 maths.	Teacher and TA time freed up , especially on Friday , for homework support and for prioritised marking, feedback and follow up	Support for homework had limited impact on children; enthusiasm for learning and their ability to engage further with the curriculum, It had little impact on targeted learners.  The feedback element was felt to be supportive as children responded well to this personalised approach and coaching on specific aspects on their learning	Focus to be on accessibility of homework for all learners through Accessibility Action Plan and curriculum planning to promote equality.  Feedback and marking Policy remains focused on the importance of feedback to support children's learning and progress in specific areas.	
Improved attainment in KS2 in maths.	One to one and small group maths, booster sessions. ( My Ty Maths, Counting to Calculating, Maths Club, SATS Club, ) Pre Teaching focus groups Maths focus after Maths Mastery Programme implemented	Pre Teach support has demonstrated that children make accelerated progress and confidence in maths sessions has improved. See Pre Teach impact report 2018/19.Pupil questionnaires reflect that the vast majority all children feeling safe and happy in school, with all children in vulnerable groups feeling safe and happy in school.	Pre Teaching will continue in 2019/20 – see Pre Teach impact report 2018/19. This strategy was reported to assign confidence in learners with low confidence in maths	
Children who have limited access to support at home have additional help in school with homework	TA support for specific learning tasks and challenges linked to personal learning needs.	Support for homework had limited impact on children; enthusiasm for learning and their ability to engage further with the curriculum, It had little impact on targeted learners	Focus to be on accessibility of homework for all learners through Accessibility Action Plan and curriculum planning to promote equality.	Total £1573.60

### iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact	Lessons learned (and whether you will continue with this approach)	Cost
To enable all pupils to participate fully in after-school clubs and activities and to provide financial support for educational visits	<p>After school clubs to develop learning beyond the curriculum e.g. cooking, art and PE</p> <p>Residential in KS2 – Y5 and Y6</p>	<p>After school clubs have provided a range of activities including: Photography, Netball, Film Club, Cookery. These have enhanced participation and opportunities. Participation of vulnerable groups has increased. Vulnerable groups represented on School Council</p> <p>Residential for Y5/6 and Outdoor and Adventurous Activities for Y4 - supported places for PPG children with focus on team work, independence and resilience.</p>	<p>Extend residential opportunities with a focus on developing aspirations and multicultural awareness to ensure that children have opportunities that may not already be open to them.</p> <p>Continue to support children with range of after school opportunities and reduce barriers to their attendance.</p>	£525