



**As a result of the Coronavirus (COVID-19) all schools in England remained shut from March until their re-opening. National Primary assessments have been withdrawn and Teacher Assessments have been used to make judgements about end of year pupil attainment.**

## Pupil Premium Report and Strategy Statement

In The Glapton Academy academy we endeavour to fulfil the Pupil Premium Policy set out by the L.E.A.D Academy Trust by deploying the following Trust strategies to diminish the difference in attainment for pupils in receipt of the Pupil Premium funding.

- clear, responsive leadership
- having a whole-school ethos of attainment for all
- addressing behaviours for learning and conduct behaviours that prevent pupils from learning
- monitoring and addressing low attendance
- facilitating high quality teaching for all through continued professional development of staff.
- meeting individual learning needs including those pupils who are the most-able and seemingly need no support
- deploying staff effectively, both teaching and support staff
- using pupil progress data to inform the planning of interventions and provision.
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Each Academy reviews the barriers and outcomes for the pupils in receipt of Pupil Premium to understand the strategies that they to use to raise attainment. Each Academy explains their rationale for choosing the strategies and provides a cost breakdown. If you wish this statement to be explained, then please ask to speak with Pupil Premium Leader via the main office. If you wish to find out more about the DfE policy for Pupil Premium then follow this link: <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>



| 1. Summary information 2019-20 |                     |                                  |          |  |                |
|--------------------------------|---------------------|----------------------------------|----------|--|----------------|
| Academy                        | The Glapton Academy |                                  |          |  |                |
| Pupil Premium Leader           | Emma Pye            |                                  |          |  |                |
| Academic Year                  | 2020/21             | Total PP budget                  | £149,760 | Date of most recent PP Review                  | SEPT 2019      |
| Total number of pupils         | 342                 | Number of pupils eligible for PP | 109      | Date for next internal review of this strategy | September 2020 |

## Pupil Premium Report Academic Year 2019-20 End of Summer Term

### Review of impact of Quality First Teaching and Interventions

| Year Group | Numbers of Pupils eligible for Pupil Premium/ percentage | Cost of initiatives/ projects   | Achievement Review and Evaluation of Impact   | Next Steps     |            |                |            |                |            |                |           |               |  |       |       |       |       |       |       |      |       |          |  |  |  |  |  |  |  |  |  |
|------------|--|---|---|----------------|------------|----------------|------------|----------------|------------|----------------|-----------|---------------|--|-------|-------|-------|-------|-------|-------|------|-------|----------|--|--|--|--|--|--|--|--|--|
| R          | 12<br>24%  | £400 Training<br>£2000 Delivery (daily for 36 weeks)<br><br>£13,000 TA costs<br><br>£1000 | <table border="1"> <thead> <tr> <th></th> <th>GLD PP</th> <th>GLD Non-PP</th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Number PP</th> <th>Number Non PP</th> </tr> </thead> <tbody> <tr> <td></td> <td>83.3%</td> <td>87.9%</td> <td>83.3%</td> <td>87.9%</td> <td>83.3%</td> <td>87.9%</td> <td>100%</td> <td>93.3%</td> </tr> <tr> <td>Progress</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Early Years Foundation Stage children are expected to reach a Good Level of Development by the end of the academic year.</p> <p>Based on Teacher Assessments for July 2020 children eligible for Pupil Premium have made good progress in most areas, narrowing the gap between the PP and non-PP to</p> |                | GLD PP     | GLD Non-PP     | Reading PP | Reading Non PP | Writing PP | Writing Non PP | Number PP | Number Non PP |  | 83.3% | 87.9% | 83.3% | 87.9% | 83.3% | 87.9% | 100% | 93.3% | Progress |  |  |  |  |  |  |  |  | <ul style="list-style-type: none"> <li>PP children have significant barriers with reading which will inhibit their access to the rest of the curriculum so this needs to be addressed.</li> <li>External barriers of language levels on entry need addressing</li> </ul> |
|            | GLD PP   | GLD Non-PP  | Reading PP  | Reading Non PP | Writing PP | Writing Non PP | Number PP  | Number Non PP  |            |                |           |               |  |       |       |       |       |       |       |      |       |          |  |  |  |  |  |  |  |  |  |
|            | 83.3%  | 87.9%   | 83.3%   | 87.9%          | 83.3%      | 87.9%          | 100%       | 93.3%          |            |                |           |               |  |       |       |       |       |       |       |      |       |          |  |  |  |  |  |  |  |  |  |
| Progress   |  |   |   |                |            |                |            |                |            |                |           |               |  |       |       |       |       |       |       |      |       |          |  |  |  |  |  |  |  |  |  |



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|                  |             | (attendance officer time 2 hours per week)   | <p>within 5% in most areas. In all areas of communication and literacy, progress was not as strong as all other pupils were and this need to be a focus for next year as it is a significant area of difficulty for our pupils on entry. There was also a gap in the percentage of PP children obtaining GLD, which we know is an indicator of future good attainment however; this gap is smaller than it has been in previous years. We now need to be working to move more children who are eligible for the PP grant towards exceeding in the areas, which contribute to GLD.</p> <p><b>Evaluation of the strategy</b><br/><u>Communication Intervention</u><br/>Although progress for the identified children was good, Lockdown in March 2020 means that the progress was not sufficient to narrow the gap with these children and therefore further support will be required in KS1 particularly as a number of our PP children did not return to school during partial re-opening.</p> <p><u>Parental engagement</u><br/>A number of parental engagement events were held during the year, which were well attended. Lockdown in March 2020 prevented further events however; staff maintained a level of contact and engagement through weekly calls during lockdown.</p>   | <p>as this has a huge impact on learning in EYFS</p> <ul style="list-style-type: none"> <li>Attendance of EYFS children who are PP needs to be a focus right from the beginning of the year to ensure good school habits are developed early.</li> </ul> |            |                |            |                |          |              |         |             |     |     |     |     |     |     |     |     |     |    |     |     |     |     |     |     |     |     |                  |  |  |  |  |  |  |  |  |   |
|------------------|-------------|--|--|--|------------|----------------|------------|----------------|----------|--------------|---------|-------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|-----|-----|-----|-----|-----|-----|-----|-----|------------------|--|--|--|--|--|--|--|--|---|
| 1                | 12<br>29.5% | <p>£13,000 TA costs to facilitate high quality wave 2 interventions AM</p> <p>(see costings for whole school plus targeted work for individuals)</p> | <table border="1"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>67%</td> <td>88%</td> <td>58%</td> <td>79%</td> <td>58%</td> <td>85%</td> <td>58%</td> <td>79%</td> </tr> <tr> <td>GD</td> <td>25%</td> <td>42%</td> <td>33%</td> <td>30%</td> <td>25%</td> <td>30%</td> <td>33%</td> <td>30%</td> </tr> <tr> <td>In year progress</td> <td style="background-color: yellow;"></td> <td style="background-color: lightgreen;"></td> <td style="background-color: red;"></td> <td style="background-color: lightgreen;"></td> <td style="background-color: red;"></td> <td style="background-color: lightgreen;"></td> <td style="background-color: red;"></td> <td style="background-color: lightgreen;"></td> </tr> </tbody> </table> <p>In Year 1 Pupils are assessed in Reading, writing, grammar, punctuation and spelling and in mathematics. Pupils are expected to meet the expected age related standard (ARE) and for some pupils they will show that they are working at greater depth (GD). These are teacher assessments. Year 1 pupils are expected to pass a national phonics screening check. This a short assessment which checks if your child knows the first</p> |  | Reading PP | Reading Non PP | Writing PP | Writing Non PP | Maths PP | Maths Non PP | GPVS PP | GPVS Non PP | ARE | 67% | 88% | 58% | 79% | 58% | 85% | 58% | 79% | GD | 25% | 42% | 33% | 30% | 25% | 30% | 33% | 30% | In year progress |  |  |  |  |  |  |  |  | <ul style="list-style-type: none"> <li>Introduce a structured reading intervention such as reading recovery to address the gaps in reading at the end of year 1.</li> <li>Ensure that the progress of the HA PP is maintained.</li> </ul> |
|                  | Reading PP  | Reading Non PP   | Writing PP   | Writing Non PP   | Maths PP   | Maths Non PP   | GPVS PP    | GPVS Non PP    |          |              |         |             |     |     |     |     |     |     |     |     |     |    |     |     |     |     |     |     |     |     |                  |  |  |  |  |  |  |  |  |   |
| ARE              | 67%         | 88%  | 58%  | 79%  | 58%        | 85%            | 58%        | 79%            |          |              |         |             |     |     |     |     |     |     |     |     |     |    |     |     |     |     |     |     |     |     |                  |  |  |  |  |  |  |  |  |   |
| GD               | 25%         | 42%  | 33%  | 30%  | 25%        | 30%            | 33%        | 30%            |          |              |         |             |     |     |     |     |     |     |     |     |     |    |     |     |     |     |     |     |     |     |                  |  |  |  |  |  |  |  |  |   |
| In year progress |             |  |  |  |            |                |            |                |          |              |         |             |     |     |     |     |     |     |     |     |     |    |     |     |     |     |     |     |     |     |                  |  |  |  |  |  |  |  |  |   |



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|                  |            |                         | <p>sounds and blends of sounds.</p> <p><b>There has not been a Phonic Screening Check for 2020.</b></p> <p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in writing and the PP children made better progress in writing than their non-PP peers. In reading, progress was not as strong as all other pupils were. Attainment for the Pupil Premium group in this year group is overall lower than in the non-Pupil Premium group for those working at ARE however the numbers of children working at greater depth in SpAG and writing are slightly above that of the non PP group.</p> <p><b>Evaluation of the strategy</b><br/>More able PP children are attaining well in writing and SpAG therefore the strategies are effective in these areas.</p>   | <ul style="list-style-type: none"> <li>• Transcription and sentence construction focus in order to narrow the gap in writing (currently 58 to 79)</li> </ul> |            |                |            |                |          |              |         |             |     |     |     |     |     |     |     |     |     |    |    |     |    |     |    |     |    |     |                  |  |  |  |  |  |  |  |  |   |
|------------------|------------|-------------------------|---|--|------------|----------------|------------|----------------|----------|--------------|---------|-------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|-----|----|-----|----|-----|----|-----|------------------|--|--|--|--|--|--|--|--|---|
| 2                | 20<br>34%  | £6000<br>staffing costs | <table border="1"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>65%</td> <td>69%</td> <td>65%</td> <td>67%</td> <td>65%</td> <td>77%</td> <td>60%</td> <td>67%</td> </tr> <tr> <td>GD</td> <td>5%</td> <td>26%</td> <td>5%</td> <td>18%</td> <td>5%</td> <td>23%</td> <td>5%</td> <td>21%</td> </tr> <tr> <td>In year progress</td> <td style="background-color: red;"></td> <td style="background-color: orange;"></td> <td style="background-color: green;"></td> <td style="background-color: orange;"></td> <td style="background-color: red;"></td> <td style="background-color: orange;"></td> <td style="background-color: orange;"></td> <td style="background-color: orange;"></td> </tr> </tbody> </table> <p>In Year 2, pupils are usually assessed in reading, Writing and mathematics and these results are submitted nationally and compared. These are known as Key Stage 1 assessments. We also test in grammar, punctuation and spelling. These tests provide a starting point to measure progress for the pupils as they move through the school. Due to COVID 19, these assessments were not carried out this year and therefore information is based on teacher assessments from March 2020.</p> <p>Based on Teacher Assessments for March 2020 pupils eligible for Pupil Premium have made good progress in Reading and writing with the gap narrowing between PP and</p> |  | Reading PP | Reading Non PP | Writing PP | Writing Non PP | Maths PP | Maths Non PP | GPVS PP | GPVS Non PP | ARE | 65% | 69% | 65% | 67% | 65% | 77% | 60% | 67% | GD | 5% | 26% | 5% | 18% | 5% | 23% | 5% | 21% | In year progress |  |  |  |  |  |  |  |  | <ul style="list-style-type: none"> <li>• Closing the attainment gap at ARE in Maths using proven interventions such as First Class at number.</li> <li>• Focus on closing the gap at GDS in all subjects but particularly in reading where the gap is largest.</li> </ul> |
|                  | Reading PP | Reading Non PP          | Writing PP  | Writing Non PP   | Maths PP   | Maths Non PP   | GPVS PP    | GPVS Non PP    |          |              |         |             |     |     |     |     |     |     |     |     |     |    |    |     |    |     |    |     |    |     |                  |  |  |  |  |  |  |  |  |   |
| ARE              | 65%        | 69%                     | 65%   | 67%  | 65%        | 77%            | 60%        | 67%            |          |              |         |             |     |     |     |     |     |     |     |     |     |    |    |     |    |     |    |     |    |     |                  |  |  |  |  |  |  |  |  |   |
| GD               | 5%         | 26%                     | 5%  | 18%  | 5%         | 23%            | 5%         | 21%            |          |              |         |             |     |     |     |     |     |     |     |     |     |    |    |     |    |     |    |     |    |     |                  |  |  |  |  |  |  |  |  |   |
| In year progress |            |                         |   |  |            |                |            |                |          |              |         |             |     |     |     |     |     |     |     |     |     |    |    |     |    |     |    |     |    |     |                  |  |  |  |  |  |  |  |  |   |



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|                  |             |   | <p>non PP to within 4% at ARE. In Maths progress was not as strong as all other pupils. Attainment for the Pupil Premium group in this year group is lower in Maths and therefore intervention will need to be considered to close this gap in year 3.</p> <p><b>Evaluation of the strategy</b><br/>The PP children have narrowed the gap compared to their non-PP peers in English therefore the interventions in place here have been successful and will be continued to be used this year with other identified children in the new year 2 cohort. The focus in year 3 for these children needs to be on maintaining the numbers of children at ARE in these subjects, closing the gap in maths at ARE and closing the gap at GDS in all subjects.</p>   |                |            |                |            |                |          |              |         |            |     |     |     |     |     |     |     |     |     |    |     |     |     |     |     |     |     |     |                  |  |  |  |  |  |  |  |  |  |
|------------------|-------------|---|--|----------------|------------|----------------|------------|----------------|----------|--------------|---------|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|-----|-----|-----|-----|-----|-----|-----|-----|------------------|--|--|--|--|--|--|--|--|--|
| 3                | 20<br>31.5% | <p>£1000 Training for members of staff delivering.</p> <p>Time allocation per week.</p> | <table border="1"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS NonPP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>70%</td> <td>77%</td> <td>60%</td> <td>69%</td> <td>65%</td> <td>86%</td> <td>50%</td> <td>63%</td> </tr> <tr> <td>GD</td> <td>25%</td> <td>29%</td> <td>10%</td> <td>23%</td> <td>20%</td> <td>26%</td> <td>10%</td> <td>29%</td> </tr> <tr> <td>In year progress</td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #FFD700;"></td> <td style="background-color: #FF0000;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #FF0000;"></td> <td style="background-color: #90EE90;"></td> </tr> </tbody> </table> <p>In Year 3, pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments.<br/>Based on Teacher Assessments for Spring 2020 pupils eligible for Pupil Premium have made good progress in reading and writing meaning that the gap between PP and Non PP has narrowed in these areas both at ARE. In Maths, progress was not as strong as all other pupils were and therefore the gap remains larger in this area as well as for the more able PP children in writing.</p> <p><b>Evaluation of the strategy</b></p> <p><u>Reading intervention and Daily reads</u><br/>The reading interventions introduced last year have been successful in narrowing the gap in reading and progress has been accelerated. Therefore, this strategy will be used</p> |                | Reading PP | Reading Non PP | Writing PP | Writing Non PP | Maths PP | Maths Non PP | GPVS PP | GPVS NonPP | ARE | 70% | 77% | 60% | 69% | 65% | 86% | 50% | 63% | GD | 25% | 29% | 10% | 23% | 20% | 26% | 10% | 29% | In year progress |  |  |  |  |  |  |  |  | <ul style="list-style-type: none"> <li>Assess all children's individual gaps in Maths and target gaps using proven interventions such as the Catch up Maths programme.</li> <li>Implement a Maths programme in year 3 for those children who have not achieved ARE at the end of Year 2</li> <li>Target HA Writers.</li> </ul> |
|                  | Reading PP  | Reading Non PP  | Writing PP   | Writing Non PP | Maths PP   | Maths Non PP   | GPVS PP    | GPVS NonPP     |          |              |         |            |     |     |     |     |     |     |     |     |     |    |     |     |     |     |     |     |     |     |                  |  |  |  |  |  |  |  |  |  |
| ARE              | 70%         | 77%   | 60%  | 69%            | 65%        | 86%            | 50%        | 63%            |          |              |         |            |     |     |     |     |     |     |     |     |     |    |     |     |     |     |     |     |     |     |                  |  |  |  |  |  |  |  |  |  |
| GD               | 25%         | 29%   | 10%  | 23%            | 20%        | 26%            | 10%        | 29%            |          |              |         |            |     |     |     |     |     |     |     |     |     |    |     |     |     |     |     |     |     |     |                  |  |  |  |  |  |  |  |  |  |
| In year progress |             |   |  |                |            |                |            |                |          |              |         |            |     |     |     |     |     |     |     |     |     |    |     |     |     |     |     |     |     |     |                  |  |  |  |  |  |  |  |  |  |



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|                  |            |  | again next year to target other pupils, as it has been an effective use of the pupil premium.  |                |            |                |            |                |          |              |         |            |     |     |     |     |     |     |     |     |     |    |    |     |    |     |    |     |    |     |                  |  |  |  |  |  |  |  |  |  |
|------------------|------------|--|--|----------------|------------|----------------|------------|----------------|----------|--------------|---------|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|-----|----|-----|----|-----|----|-----|------------------|--|--|--|--|--|--|--|--|--|
| 4                | 14<br>35%  | <p>£200 training cost<br/>£2000 BST support<br/>£6,000 support curriculum access.</p> <p>£1000 lesson support and feedback<br/>£6000 additional TA support to enable teachers to target PP</p> | <table border="1"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS NonPP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>57%</td> <td>87%</td> <td>50%</td> <td>77%</td> <td>57%</td> <td>87%</td> <td>50%</td> <td>77%</td> </tr> <tr> <td>GD</td> <td>7%</td> <td>30%</td> <td>7%</td> <td>20%</td> <td>7%</td> <td>27%</td> <td>7%</td> <td>20%</td> </tr> <tr> <td>In year progress</td> <td style="background-color: #90EE90;"></td> <td style="background-color: #FFD700;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #FFD700;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #FFD700;"></td> </tr> </tbody> </table> <p>In Year 4 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments.</p> <p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made equal or better progress than their non-PP peers in all areas. Although good progress has been made, attainment for the Pupil Premium children in this year group remains lower than their non-PP peers therefore more targeted work is needed to address these gaps as they enter upper KS2</p> <p><b>Evaluation of the strategy</b><br/><u>Teaching strategies</u><br/>The strategies used in this year group have been sufficient to accelerate progress of the PP children however; the gap in this year remains significant. HQFT improvements however remain an effective strategy and if used effectively across school in all years will prevent gaps from widening in future. This is therefore a long-term school strategy.</p> <p><u>Behaviour support/Nurture</u><br/>Behavioural interventions have been successful and the number of behavioural incidents reduced significantly between Sept 2019 and lockdown in March 2020.</p> |                | Reading PP | Reading Non PP | Writing PP | Writing Non PP | Maths PP | Maths Non PP | GPVS PP | GPVS NonPP | ARE | 57% | 87% | 50% | 77% | 57% | 87% | 50% | 77% | GD | 7% | 30% | 7% | 20% | 7% | 27% | 7% | 20% | In year progress |  |  |  |  |  |  |  |  | <ul style="list-style-type: none"> <li>Targeted specialised intervention such as catch up to address individual gaps and close the gap between PP and non PP by the end of year 6 SATs</li> <li>Monitor behaviour needs following the return from the pandemic as strategies may be required again.</li> </ul> |
|                  | Reading PP | Reading Non PP   | Writing PP   | Writing Non PP | Maths PP   | Maths Non PP   | GPVS PP    | GPVS NonPP     |          |              |         |            |     |     |     |     |     |     |     |     |     |    |    |     |    |     |    |     |    |     |                  |  |  |  |  |  |  |  |  |  |
| ARE              | 57%        | 87%  | 50%  | 77%            | 57%        | 87%            | 50%        | 77%            |          |              |         |            |     |     |     |     |     |     |     |     |     |    |    |     |    |     |    |     |    |     |                  |  |  |  |  |  |  |  |  |  |
| GD               | 7%         | 30%  | 7%   | 20%            | 7%         | 27%            | 7%         | 20%            |          |              |         |            |     |     |     |     |     |     |     |     |     |    |    |     |    |     |    |     |    |     |                  |  |  |  |  |  |  |  |  |  |
| In year progress |            |  |  |                |            |                |            |                |          |              |         |            |     |     |     |     |     |     |     |     |     |    |    |     |    |     |    |     |    |     |                  |  |  |  |  |  |  |  |  |  |



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| 5                | 23<br>53.5% | <p>£1000 lesson support and feedback</p> <p>£6000 additional TA support to enable teachers to target PP</p>      | <table border="1"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS NonPP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>65%</td> <td>90%</td> <td>65%</td> <td>90%</td> <td>70%</td> <td>86%</td> <td>57%</td> <td>90%</td> </tr> <tr> <td>GD</td> <td>9%</td> <td>43%</td> <td>4%</td> <td>29%</td> <td>13%</td> <td>38%</td> <td>9%</td> <td>38%</td> </tr> <tr> <td>In year progress</td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #FFD700;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> <td style="background-color: #90EE90;"></td> </tr> </tbody> </table> |            | Reading PP     | Reading Non PP | Writing PP     | Writing Non PP | Maths PP     | Maths Non PP | GPVS PP    | GPVS NonPP | ARE | 65% | 90% | 65% | 90% | 70% | 86% | 57% | 90% | GD | 9% | 43% | 4% | 29% | 13% | 38% | 9% | 38% | In year progress |  |  |  |  |  |  |  |  | <p>In Year 5, pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments.</p> <p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in reading and writing. In Maths, progress was not as strong as all other pupils were so this needs to be an area of focus. Attainment for the Pupil Premium group in this year group is lower than in other year groups due to some large historical gaps and the children will be identified for structured interventions and 1:1 provision for year 6.</p> <p><b>Evaluation of the strategy</b></p> <p><u>Catch up</u><br/>Targeted interventions which have proven effectiveness accelerated progress for key pupils who were significantly behind ARE and this was an effective use of PP funding.</p> |
|------------------|-------------|--|--|------------|----------------|----------------|----------------|----------------|--------------|--------------|------------|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|-----|----|-----|-----|-----|----|-----|------------------|--|--|--|--|--|--|--|--|--|
|                  |             |  |  | Reading PP | Reading Non PP | Writing PP     | Writing Non PP | Maths PP       | Maths Non PP | GPVS PP      | GPVS NonPP |            |     |     |     |     |     |     |     |     |     |    |    |     |    |     |     |     |    |     |                  |  |  |  |  |  |  |  |  |  |
| ARE              | 65%         | 90%  | 65%  | 90%        | 70%            | 86%            | 57%            | 90%            |              |              |            |            |     |     |     |     |     |     |     |     |     |    |    |     |    |     |     |     |    |     |                  |  |  |  |  |  |  |  |  |  |
| GD               | 9%          | 43%  | 4%   | 29%        | 13%            | 38%            | 9%             | 38%            |              |              |            |            |     |     |     |     |     |     |     |     |     |    |    |     |    |     |     |     |    |     |                  |  |  |  |  |  |  |  |  |  |
| In year progress |             |  |  |            |                |                |                |                |              |              |            |            |     |     |     |     |     |     |     |     |     |    |    |     |    |     |     |     |    |     |                  |  |  |  |  |  |  |  |  |  |
| 6                | 25<br>54%   | <p>£14,400 (5 morning per week intervention teacher)</p> <p>£6000 TA support to enable targeting of eligible</p> | <p>In Year 6 the pupils take tests that are externally marked in Reading and Mathematics, Grammar, punctuation and spelling. Writing remains a teacher assessment which if moderated, often by the Local Authority. These tests did not take place in 2020 due to the COVID 19 School Closure. These are the Teacher Assessments.</p> <p>Based on Teacher Assessments for July 2020 100% of pupils eligible for Pupil Premium have made good progress in all subjects during the academic year and from their end of KS1 results. Attainment for the Pupil Premium group in this year group is lower than for non PP children however it is important to note that in this year group, the PP is the</p>   |            |                |                |                |                |              |              |            |            |     |     |     |     |     |     |     |     |     |    |    |     |    |     |     |     |    |     |                  |  |  |  |  |  |  |  |  |  |



### The Glapton Academy

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|  |  | children. | larger of the 2 groups.   |            |                |            |                |          |              |         |             |
|  |  |           |   | Reading PP | Reading Non PP | Writing PP | Writing Non PP | Maths PP | Maths Non PP | GPVS PP | GPVS Non PP |
|  |  |           | ARE   | 76 %       | 100%           | 80%        | 100%           | 84%      | 100%         | 68%     | 100%        |
|  |  |           | GD  | 40%        | 56%            | 32%        | 44%            | 16%      | 50%          | 32%     | 61%         |
|  |  |           | In year progress  |            |                |            |                |          |              |         |             |
|  |  |           | Progress from KS1   |            |                |            |                |          |              |         |             |
|  |  |           | <p><b>Evaluation of the strategy</b><br/> <u>Intervention teacher</u><br/>           The intervention teacher has had a significant impact on progress in this year group through carefully targeting individual children and addressing gaps. Along with HQFT strategies used across the year group.</p> <p><b>Catch up</b><br/>           Targeted interventions which have proven effectiveness accelerated progress for key pupils who were significantly behind ARE and this was an effective use of PP funding.</p> |            |                |            |                |          |              |         |             |

#### Review and evaluation of the impact of whole school strategies not already mentioned.

| Strategy   | Number of pupils | Cost  | Impact  | Next Steps/recommendations  |
|--|------------------|---|---|---|
| Regular monitoring and review of spend and of teaching and learning for PP | All              | PP review Sept 2019 £1000<br>£8,000 time allocation to PP lead. | PP review was able to identify and target specific areas of need in the school, which meant that strategies were much more focussed on the individual barriers faced by the children at school.<br>A number of training events have enabled the PP lead to support staff with appropriate strategies. | Continue with regular monitoring and evaluation as this enables difficulties to be picked up early and addressed preventing gaps from widening. |





**The Glapton Academy**

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| High quality first teaching for all pupils   | All          | £4000 training and coaching costs.  | All staff have a document outlining HQFT strategies in order to support children in the classroom.<br>Teaching is improving across the school and there is now a strong curriculum embedded for 2020/21                                   | Ensure all of the methods are in place for PP/disadvantaged through monitoring and evaluation in 2021.<br>HQFT for disadvantaged children in Maths needs to be a focus this year.                  |
| Teaching and learning - Comprehension strategies                                     | All          | £1000 training and £1000 monitoring release costs over the year.                  | All classes have implemented the VIPERS strategies and observations have shown that this is enabling children with external barriers to access age appropriate books.   | Introduce a targeted comprehension intervention for those children needing additional support using the successful methods from VIPERS and the expertise of the English Lead/intervention teacher. |
| High quality phonics teaching for all pupils   | All<br>KS1   | £2000<br>TA's 20 mins per day 5 days per week.                                    | The number of children who were predicted to pass the phonics retake in Year 2 was lower than expected and this group need to be targeted in Year 3.  | Increase the number of children passing the phonics retake at KS2  |
| 1:1 tuition  | 16 yr<br>5/6 | Initial training<br>£1,500<br>£6,500 (4 afternoons per week – 3 trained TA'S)     | All of the children who were engaged with this programme made accelerated progress during the year. This is therefore an effective strategy and one which we will look to roll out to more children in 20/21                              | Identification of children for the next academic year and arrange training for more staff so that it can impact upon more children.  |
| Continue to raise attendance (particularly in EYFS) and target persistent absentees. | 25           | £5000 time allocation to role.<br><br>£1000 meets and greet for disengaged pupils | Attendance in EYFS remained low last year however; this was compounded by school closures in March due to COVID-19. A number of our EYFS children who were eligible for the PP funding did not return to school during partial reopening. | Attendance to be given a higher profile role and moved to a member of SLT who can drive it forward.  |



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| Lunchtime support for vulnerable children  | 15              | £4000 – 2 members of staff 5 hours per week at lunchtime.                 | This provision was highly successful and increasing numbers of children accessed it throughout the year. The impact of this saw increased confidence in the children and reduced behavioural incidents at lunchtime for key children. | Identify children for the 20/21 academic year and further develop planning to ensure it is addressing the needs of the children.   |
| Early engagement of parents and parent learning groups.                                  | All             | £500 equipment<br>£2000 staffing<br>£1000 allocation to parent education. | Resources have been purchased for a parent and toddler group however; it was not possible to begin a group due to school closure and increased restrictions for COVID-19. This remains a focus for this year.                         | Start this provision during the 2020/21 academic year once it is safe to do so.<br>Engage outside agencies to support with parent education (sure start, health visitors etc, SaLT etc)        |
| Inclusion and supporting confidence - Residential trip contribution for eligible pupils. | 20              | £2,000  | Unfortunately, due to the Pandemic, the residential trip has been unable to go ahead and therefore internal enrichment activities have taken place instead.   | Discontinue this provision until the picture is clearer with regards to residential trips however look to enrich PP children's experiences in other ways during this time (virtual visits etc) |
| Inclusion and participation (SEND PP)  | 22 pp plus SEND | £5000 contingency   | All SEND children who are PP have additional resource packs in order to support their individual needs. All children have a SEND support plan in place.   | Monitor and ensure that the SSP's are working/evolving documents   |

#### Summary: how well are eligible pupils doing? Is the difference diminishing?

- The difference is narrowing through improved teaching and learning strategies, a stronger curriculum with a focus on raising aspiration and cultural capital and targeted interventions.
- Historical gaps remain large in some year groups and therefore more targeted strategies will be needed to diminish the differences in these areas.
- Strategies in place this year in English has meant that gaps are narrowing in Writing quicker than they are in other areas. A focus is needed on HQFT strategies for PP in Maths.
- Attendance remains an area of concern and this will therefore be an area of greater focus using a structured action plan in 2020/21



**Summary of Proposed Actions for the 2020/21**

- Additional training for staff to enable us to increase the numbers of staff delivering proven effective interventions such as Catch Up.
- Implementation of new interventions with a focus on closing the gap in Maths as well as targeting those children who have significant attainment gaps which need to be addressed individually.
- Develop and implement new processes and procedures for attendance using a targeted action plan and reward system for attendance.
- Continue with strategies, which have been highly effective such as the intervention teacher in Year 6.
- Ensure that PP children are fully supported and can access appropriate intervention support in the event of school or bubble closures during the 20/21 academic year.



# Strategy for 2020-21

Based upon the evaluation of the outcomes from the previous academic year, research of projects for raising attainment and our own knowledge of what has worked well in our own academy the following strategy has been agreed:

| 1. Summary information for 2020-21 |                     |   |         |   |                |
|------------------------------------|---------------------|---|---------|---|----------------|
| <b>Academy</b>                     | The Glapton Academy |   |         |   |                |
| <b>Pupil Premium Leader</b>        | Emma Pye            |   |         |   |                |
| <b>Academic Year</b>               | 2020                | <b>Total PP budget</b>                  | 157,133 | <b>Date of most recent PP Review</b>                  | September 2019 |
| <b>Total number of pupils</b>      | 351                 | <b>Number of pupils eligible for PP</b> | 103     | <b>Date for next internal review of this strategy</b> | January 2021   |

| 2. Barriers to future attainment (for pupils eligible for PP including high ability)  |   |
|---|---|
| <b>In-school barriers</b> <i>(issues to be addressed in school, such as weak teaching, low attainment of whole cohort, etc)</i>                   | <b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates, high new EAL, mobility, social care and safeguarding)</i>                   |
| Targeting of children working at ARE or above needs a stronger focus due to some of these children making little or no progress last year.        | Many children have low levels of language on entry to EYFS, which impacts on access to all curriculum areas.  |
| Teaching and learning in Maths is not yet closing the gap for disadvantaged learners.   | School has a number of PP children who are persistent absentees.  |
| School has been closed to most pupils since March 24 <sup>th</sup> due to COVID-19 therefore this plan needs reading alongside the catch up plan. | Parental engagement amongst some PP children is low, a number of pupils do not read at home, and parents need to be supported to help their children.                                   |
| Historical issues with weak teaching means that some gaps in attainment are large and need addressing through more specialised interventions.     | A number of children have issues requiring support from external services such as family services, Social care etc. These numbers have increased since national lockdown in March 2020. |



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| 1. Outcomes – separate for each year group as each cohort has its own profile and needs |  |  |  |   |   |  |
|---|--|--|--|---|---|--|
| What do we want to achieve?   |  |  | How?   | What is the rationale for this chosen strategy?   | How will it be monitored                                | Cost?  |
| <b>Nursery</b>  | Increase the number of children entering school with age appropriate language skills | 80%+ of children entering F2 at 30-50S or 40-60E   | Talk boost programme. Staff will undertake training and then delivery of programme in Nursery                                      | EEF identifies communication and language interventions to provide progress of +6 months and Early Years interventions +5 months. The Communication Trust research shows that Talk Boost narrows the gap between 4-7 year olds by 12 – 18 months in a 10 week period. | End of F1 data<br>Talk boost tracking.                  | £400 Training<br>£2000 Delivery (daily for 36 weeks) |
|   | Engage parents in their child's education early on.                                  | Improved engagement and attendance   | Regular timetabled conversations and parent support groups.  | Parental engagement increases progress +4 months  |   |  |
| <b>Year R</b>   | Increase the number of children entering school with age appropriate language skills | Eligible pupils attaining GLD to be within 5% of 'all' nationally for GLD which would represent accelerated progress from their starting points. | Talk boost<br>Staff will undertake training and then delivery of programme in F2   | Pupil premium review SEPT 2019 identified Communication and Language levels on entry to F2 to be a significant barrier to learning in the academy and early indications suggest this year is no different. Communication and language interventions                   | Language monitoring tracking tool.                      | £400 Training<br>£2000 Delivery (daily for 36 weeks) |
|   | For eligible pupils to attain GLD at the end of EYFS                                 |  | Targeted interventions for reading writing and maths. (TA provided to support continuous provision to enable teacher to target PP. | The EEF has found that High quality interventions in Early Years have positive benefits. +5 months and specific interventions in literacy +4 months and numeracy +6 months.   | Pupil progress meetings half termly                     | £13,000 additional TA costs                          |
|   | Improve attendance of all children in EYFS   | Attendance in EYFS is above 96%  | Regular Conversations with parents.  | Increased attendance results in better outcomes. PP review and SLT monitoring has identified attendance of EYFS children as an area of concern. Early identification enables earlier targeting which  | Regular monitoring by attendance officer.<br>Jan Census | £1000 (attendance officer time 2 hours per week)     |



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|               | Identification of all PP children eligible to enable early intervention  | PP identified closer to the school average than the current 8% identified   | Letters and parent workshops through PP champion   | we know to be effective.  |  |   |
| <b>Year 1</b> | <p>Attainment of GLD for eligible pupils particularly improving communication and language scores.</p> <p>Increase the numbers of PP children passing the phonics screen in Y1</p>   | <p>100% achieve GLD by December 2020</p> <p>Numbers of PP children passing phonics screen to be at least 80%</p>                                  | <p>High quality targeted teaching and learning. Talk boost for those who remain below ARE in speaking and understanding.</p> <p>High quality phonics interventions. Wave 2 phonics boosters and wave 3 5 min box for those most behind on a 1:1 basis.</p> | <p>GLD is known to be a key indicator of future attainment and therefore children who have not achieved this need supporting to develop these skills by the end of the first term in Y1</p> <p>High Quality Phonics intervention increases progress by + 4 months. OFSTED report 'reading by 6' also cited phonics as a key strategy for all children learning to read which increases access to the entire curriculum.</p> | <p>Attainment data (Dec)</p> <p>Regular mock phonics screening.</p>                          | <p>£13,000 TA costs to facilitate high quality wave 2 and wave 3 interventions.</p> <p>£1000 catch up intervention.</p> |
| <b>Year 2</b> | <p>To increase the numbers of eligible children working at ARE in reading and in maths.</p> <p>To ensure that children who did not pass the phonics screen are given appropriate</p> | <p>For PP eligible to be in line with national for KS1 SATs in all areas.</p> <p>100% of eligible pupils to pass the phonics retake in Year 2</p> | <p>High quality proven interventions for Reading and Maths for identified children. 1<sup>st</sup> class at number and Switch on reading</p> <p>High quality proven interventions. Phonics boost 5 min box</p>   | <p>EEF research shows that pupils who received 1stclass@number made, on average, two additional months' progress in maths.</p> <p>The first EEF Switch-on Reading trial found that pupils receiving the intervention made around 3 months' additional progress in reading outcomes in compared to other pupils.</p> <p>High Quality Phonics intervention increases progress by + 4 months.</p>                              | <p>Sandwell maths assessments. PM Benchmarking DCPro data</p> <p>Mock phonics screenings</p> | <p>£5000 initial training and resourcing costs<br/>£6000 staffing costs</p> <p>£1000 catch up intervention.</p>         |



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|               | intervention.  |  |  |  |   |   |
| <b>Year 3</b> | <p>To increase the numbers of eligible children working at ARE in reading and in maths.</p> <p>For children who did not pass the phonics screening in KS1 to be given opportunity to catch up.</p> | <p>For PP eligible to be in line with national for KS1 SATs in all areas.</p> <p>For 100% of children to pass a phonics assessment by the end of Autumn 2020</p> | <p>High quality proven interventions for Reading and Maths for identified children.</p> <p>1<sup>st</sup> class at number and Switch on reading</p> <p>Year 3 phonics boost for identified children by intervention teacher 2 x per week</p> <p>The children who are furthest behind to be identified and given 5 minute box additionally.</p> | <p>EEF research shows that pupils who received 1stclass@number made, on average, two additional months' progress in maths.</p> <p>The first EEF Switch-on Reading trial found that pupils receiving the intervention made around 3 months' additional progress in reading outcomes in compared to other pupils.</p> <p>High Quality Phonics intervention increases progress by + 4 months.</p> <p>OFSTED report 'reading by 6' also cited phonics as a key strategy for all children learning to read which increases access to the entire curriculum.</p> | <p>Sandwell maths assessments.</p> <p>PM Benchmarking</p> <p>DCPro data</p> <p>TOWRE assessment in December</p> | <p>£5000 initial training and resourcing costs</p> <p>£6000 staffing costs</p>                              |
| <b>Year 4</b> | <p>To increase the numbers of eligible children working at ARE in Maths</p>  | <p>For the percentage of eligible children to be in line will 'all' in all year groups.</p>  | <p>Maths leader support into mastery approaches</p> <p>5 minute number box for identified children.</p>  | <p>High quality first teaching remains the most effective strategy for maintaining good progress. Interventions should not be a replacement for good teaching.</p> <p>The EEF identifies small group teaching as a successful strategy which impact +3 months.</p>   | <p>5 hours release time for coaching and mentoring strategies</p>   | <p>£250 release time.</p> <p>£1000 catch up intervention.</p>   |
| <b>Year 5</b> | <p>Improve the % of children at ARE in SPAG and Reading and GDS in Writing</p>   | <p>These figures will be in line with the national for end of KS2</p>  | <p>High quality first teaching</p> <p>Catch up literacy programme</p>  | <p>High quality first teaching remains the most effective strategy for maintaining good progress. Interventions should not be a replacement for good teaching.</p> <p>The EEF identifies small group teaching as a successful strategy which impact +3 months.</p>   | <p>T&amp;L observations</p> <p>Book Scrutiny</p> <p>QA visits</p>   | <p>£1000 lesson support and feedback</p> <p>£6000 additional TA support to enable teachers to target PP</p> |



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| <b>Year 6</b> | To raise the numbers of eligible pupils achieving both EXS and GDS in all 3 subjects and combined. | The percentage of PP children achieving both EXS and GDS will bring them in line with 'all' nationally. | High quality first teaching.<br><br>Small group teaching/intervention teacher | The EEF identifies small group teaching as a successful strategy which impact +3 months.<br><br>In addition to this by incorporating skills of metacognition and feedback there are further gains to be achieved from this approach as both have positive effects of progress for low cost. | Half termly data and pupil progress meetings | £14,400 (5 morning per week intervention teacher)<br><br>£6000 TA support to enable targeting of eligible children. |
|---------------|--|---|---|---|--|---|

| Whole School Initiatives  | How?  | What is the rationale for this chosen strategy?  | How will it be monitored?   | Cost?  |
|---|---|--|---|--|
| Regular monitoring and review of spend and of teaching and learning for PP eligible pupils to ensure support is targeted and having an impact.  | Inclusion leader with responsibility for monitoring and progress of PP 1 day per week.<br><br>PP support plans in place for every eligible child. | The OFSTED report into PP states that the best schools ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils. In addition it outlines the way that interventions need to be targeted and monitored.<br><br>All classes now have a PP provision map which will be subject to regular scrutiny by the PP lead  | PP lead's performance review.<br><br>QA visits  | £6,000 time allocation to PP lead.<br><br>Monitoring PP plans and providing support and challenge. |
| High quality first teaching for all pupils to ensure that overall numbers of children achieving the expected standard at KS2 increase for eligible pupils.<br><br>Increased percentages of PP eligible children across school achieving | Training into the following aspects during the 2020/21 academic year.<br>Metacognition skills<br>Maths mastery learning<br>Concrete objects       | Research for the EEF shows that HQFT raises attainment by +5 months for eligible pupils and +3 months for all pupils. Additionally schools, which achieve the best outcomes for PP, know their areas of need and train staff accordingly into appropriate approaches.<br><br>EEF research shows metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are designed to give pupils a repertoire of strategies to choose from and the skills to select the | School monitoring by SLT and PP lead<br><br>QA visits<br>Performance management reviews | £4000 training costs over the year.<br><br>£2000 monitoring  |





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| ARE or above in Maths.  |  | most suitable strategy for a given learning task.  |  |  |
| Teaching and Learning strategies for Higher attaining PP pupils to ensure they are meeting their full potential.  | Training for all teachers Coaching and mentoring by PP lead or teaching and learning lead.             | EEF research identifies that quality teaching and learning focusing on a mastery approach increases progress by +5 months.   | T&L observations<br>Book scrutiny<br>QA visits                             | £4000 training and coaching costs.   |
| Daily reading for the lowest 20% of eligible pupils<br><br>Accelerated progress tracked internally enabling children to reach book colour band appropriate for their age by the end of the year | Individual daily reads with books at an 'instructional level' identified through Benchmarking process. | This is a decoding reading intervention, which also allows for supporting comprehension allowing 1-1 time to develop speaking and listening skills.<br>It recognises the importance of EEF research that acknowledges that literacy progress requires motivation and engagement. Whilst providing reading time TAs will support comprehension by using <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Clarifying</li> <li>• Summarising</li> <li>• Activating prior knowledge</li> </ul> EEF Progress Impact in months +6 | PM benchmarking<br>Book band tracking<br>Random sampling by SENDCo/PP lead | PM Benchmarking training for all TA's £1000<br><br>Daily delivery £2000 (all TA's 10 mins per day) |
| Teaching and learning - Comprehension strategies  | Small group comprehension by intervention teacher for all year groups in KS2                           | EEF research confirms that 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.<br><br>OFSTED report into successful use of PP shows that in the best schools interventions were taught by well-qualified  | Access reading assessments pre and post intervention. NFER and DCPro data. | £5000 delivery by qualified teacher and training for other staff in approaches used.               |



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|  |  | specialist teachers, or well-trained and highly-competent teaching assistants, depending on the skills being taught.  |   |   |
| High quality phonics teaching for all pupils   | Small group phonics teaching in small groups across KS1<br><br>Additional 1:1 phonics for all eligible children in KS2 who require it. (either GoPetey or 5 min box) | OFSTED report 'reading by 6' cited phonics as a key strategy for all children learning to read which increases access to the entire curriculum.<br><br>High Quality Phonics intervention increases progress by + 4 months.  | Phonics check outcomes (Y1)<br>T&L observations<br>QA visits  | £2000<br>TA's 20 mins per day 5 days per week.                                    |
| 1:1 tuition  | Catch up reading and Maths year 5 and 6  | The EEF shows that 1:1 can have an impact of + months. Catch up is a research based proven intervention reviewed as having positive outcomes by EEF<br><br>OFSTED report into PP outlines the best schools planned interventions which were carefully targeted to specific pupils to improve particular aspects of their skills or knowledge in reading, writing, communication or mathematics. | Regular monitoring by PP lead.<br><br>Pre and post test data. | Initial training £1,500<br>£13,000 (4 days per week – 3 trained TA'S)             |
| Continue to raise attendance (particularly in EYFS) and target persistent absentees. | Attendance officer to regularly monitor and address issues and implement the attendance action plan and reward system.   | Attendance has been identified as being a barrier to learning. Too many of our eligible Pupil Premium pupils are not in school enough. The dedicated time to support our families has and will continue to improve the attendance rates further through a combination of support and challenge. Attendance panels will tackle the most persistent absentees.                                    | Half termly reports including evaluations and actions.        | £5000 time allocation to role.<br><br>£1000 meets and greet for disengaged pupils |



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| Improved engagement self-esteem and emotional regulation for eligible pupils. | ELSA provision for identified children   | Lockdown has identified increased numbers of pupils who have social care involvement or family issues which prevent engagement and participation. Social and emotional learning strategies have an impact of +4 months (EEF)  | ELSA records approved and reviewed at SLT<br>CORC outcome tracking pre and post intervention. | £4000 for delivery and supervision sessions.<br>Training for 1 additional ELSA<br>£800        |
| Improve children's engagement in their own learning.                          | Metacognition and self-regulation group (Y6 writers)                                   | PP children at Glapton have been observed to often be passive in their education scoring low against the Leuven scales for involvement.<br>The EEF identifies this approach as having +7 months impact on average and will address the issues identified above with low engagement of learners.                     | Leuven scales tracking<br>Observations  | £4000 delivery by qualified teacher.  |
| Lunchtime support for vulnerable children                                     | Lunchtime nurture group with targeted children.  | The EEF identifies social and emotional learning to have +4 months impact.<br>Schools own data also shows this to be a point where children require additional support. This year the SMILE group will be working on a more structured programme 'Amazing me' from CAMHs and outcomes will be more closely tracked. | Behaviour records monitored at SLT<br>Emotional health rating scale.                          | £4000 – 2 members of staff<br>5 hours per week at lunchtime.                                  |
| Early engagement of parents and parent learning groups.                       | Parent and toddler group. Identify and target eligible children with younger siblings. | The EEF identifies parental engagement to have +4 months.<br><br>The OFSTED report into good practice identifies that the best schools not only look at the short term goals but also plan for long term development and improvement.   | Parent voice and feedback.  | £500 equipment<br>£2000 staffing<br>£1000 allocation to visitors/guests for parent education. |
| Inclusion and participation of PP/SEND crossover children                     | Individualised provision for PP/SEND pupils<br>Go Petey precision teaching APP         | A number of the PP children in school also have AEN but not significant enough to qualify for HLN funding.<br>NASEN identify that one of the most effective teaching strategies for ensuring high levels of fluency and accuracy for  | In app data and reading outcomes.   | 8 x iPad for delivery<br>£2,800   |



### The Glapton Academy

|                     |  |   |                                 |  |
|---------------------|--|---|---------------------------------|--|
|                     |  | SENDS is Precision Teaching<br>Implementation of GoPety which is a precision teaching app<br>has proven effectiveness in another of the LEAD academies.   |                                 |  |
| Access to Education | Materials for home<br>learning (contingency) | In the event of a lockdown, many of our parents identified<br>that they did not have access to online materials instead<br>requiring printed materials. A contingency is needed<br>therefore to provide this in the event that PP children are<br>self-isolating or in the event of a local or second national<br>lockdown. | Class dojo<br>Parental feedback | Resources as<br>required<br>£1000<br>contingency |
|                     |  | <b>Total</b>  |                                 | 157,133  |

Date: 28<sup>th</sup> September 2020

Pupil Premium Leader: *E Pye*