

Pupil premium strategy statement

1. Summary information					
School	Waverley Academy				
Academic Year	20/21	Total PP budget	£121,440	Date of most recent PP Review	September 2020
Total number of pupils	183	Number of pupils eligible for PP	92	Date for next internal review of this strategy	Termly Monitoring Full Review- July 2021

2. Current attainment		
2018-2019	Pupils eligible for PP (your school)	Pupils not eligible for PP
% meeting expected standard in reading, writing and maths KS2	50%	43%
% achieving higher standard in reading, writing and maths KS2	6%	7%
progress in reading	-1.05	0.43
progress in writing	1.76	2.17
progress in maths	-0.27	3.62

3. Priority Areas of Focus (in response to identified barriers for pupils eligible for PP, including high ability)			
School based areas of focus <ul style="list-style-type: none"> - Poor oral skills on entrance - QFT profile across school to be raised - EYFS, KS1 and KS2 outcomes below National average. - Legacy special measures school with gaps in learning needing to be quickly addressed and begin to close. 			
Desired Outcome		Success Criteria	Timeframe of Priority Area
A.	<p>To increase the number of pupils working at ARE for their reading.</p> <p>Improved outcomes for disadvantaged learners and diminished difference between disadvantaged learners and their peers through access to targeted interventions and support to improve self-esteem and to address any identified barriers to learning</p>	<p>The proportion of disadvantaged learners achieving the expected standard across school is increased when compared to the 2019 outcomes above (with a particular focus on KS1 maths and KS2 writing).</p> <p>To increase the proportion of pupils attaining Greater Depth / the Higher Standard at KS2 (0% in 2019)</p>	2 year strategic priority

		<p>The difference between disadvantaged pupils and their peers is narrower than in 2019 by July 2020 at KS2 and KS1 (see above)</p> <p><i>For pupils in receipt of the pupil premium: Improved Year 1 phonics outcomes from 65% in 2019 to 65% in 2021 Improved KS1 Reading outcomes from 44% in 2019 to 66% in 2021 Improved KS2 Reading outcomes from 53% in 2019 to 61% in 2021.</i></p>	
B.	<p><i>Increase outcomes in Reading, Writing and Maths at Ks1 and Ks2 improving attainment and progress.</i></p> <p>Improve the quality of teaching, learning and assessment (evident through an improved teaching and learning profile)</p>	<p>Regular coaching is provided</p> <p>Regular monitoring and evaluation reflect staff response to feedback and an improving teacher and learning profile</p> <p><i>For pupils in receipt of the pupil premium: Improved RWM outcomes in KS1 from 32% (Reading) 37% (Maths) 32% Writing in 2019 to 66% (Reading) 66% (Maths) 66% Writing in 2020 Improved RWM outcomes in KS2 from 51% in 2019 to 57% in 2021</i></p>	<i>2 year strategic priority</i>
C.	<p><i>Increase the number of pupils working at GDS in Reading, Writing and Maths</i></p>	<p><i>For pupils in receipt of pupil premium: Improved Reading, Writing and Maths GDS outcomes in KS1 from 5% (Reading) 0% (Maths) 0% Writing in 2019 to be in line with National average by 2023. Improved Reading, Writing and Maths GDS outcomes in KS2 from 5% in 2019 to be in line with National average by 2023</i></p>	<i>3 year strategic priority</i>
<p>External areas of focus</p> <ul style="list-style-type: none"> - <i>Low attendance rates</i> - <i>High exclusion rates.</i> • <i>Issues/barriers which require action outside school, such as low attendance rates, stated as a positive outcome e.g. improved attendance</i> • <i>Please indicate if this is a longer term priority (e.g. up to 3 years) by entering review timescale in the final column</i> 			
Desired Outcome		Success Criteria	Timeframe of Priority Area
C.	Improved attendance to enable pupils to access more learning	<p>To continue to improve the attendance from 2018-19 for disadvantaged pupils, narrowing the attendance gap to their peers (In 2019, PP attendance 93.1% and Non-PP attendance was 96.1%)</p> <p><i>For pupils in receipt of pupil premium:</i></p>	3 year strategic priority

		<i>Improved attendance figures from 93.6.% in 2019 to be in line with National average by 2023.</i>	
D.	Improved Behaviour for Learning to enable pupils to access more learning.	<i>For pupils in receipt of pupil premium: Reduction in number of exclusions from 0.2.% in 2019 to be in line with National average in 2020-2021. Increase in number of pupils demonstrating Core Values in 2020-21</i>	1 year strategic priority

4. Planned expenditure					
Academic year	2020-21				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all (e.g. Professional development, Recruitment and retention, Support for early career teachers)					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well eg. monitoring planned?	Staff lead	When will you review implementation?

<p>B Improve the quality of teaching, learning and assessment (evident through an improved teaching and learning profile)</p> <p>To increase the number of pupils working at ARE for their reading</p>	<ul style="list-style-type: none"> - Tailored RWI groups as a result of robust monitoring of assessment, - Implement strong assessment cycle including assessing phonics and reading at KS2 (NGRT, NTS) - Intervention Plan embedded to ensure children are provided with interventions- evidence gathered from NGRT, NTS and Phonic Assessments - QFT approaches to Reading are embedded including teaching of fluency and comprehension skills. - New reading scheme for KS2 is launched to support development of the QFT profile (review of RR approach) Improve the subject knowledge of staff for teaching reading. 	<p>Data outcomes for last year demonstrate a need to target intervention and support to pupils in receipt of the Pupil Premium (with a particular focus on early reading in KS1 and reading in KS2).</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/#closeSignup demonstrates impact of Reading Comprehension Strategy teaching</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/ demonstrates the impact of providing individualised instruction for learners</p> <p>https://www.suttontrust.com/wp-content/uploads/2011/09/2teachers-impact-report-final.pdf demonstrated a positive impact on outcomes from improving the quality of teaching and learning</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ evidenced that focus on phonics make a positive impact on academic outcomes</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading/ evidenced that focus on reciprocal reading makes a positive impact on reading comprehension in KS2.</p>	<ul style="list-style-type: none"> - Leadership Development Days provided by RWInc to support AW and KS1 teachers with assessing and delivery of phonics. - Assessment Points monitored by VP and Pupil Progress Meetings occur to tailor teaching and groups. - Monitoring of teaching reading throughout each half term- key adults provided with support provided by Principal/VP/National Lead/Literacy Lead. - Principal/VP/National Lead and Literacy Lead to gather picture of Reading across KS2 and begin to review current scheme for Launch Spring 2021. 	<p>Principal</p> <p>VP</p> <p>Phonics Lead</p> <p>Literacy Lead</p>	<p>Termly Monitoring</p>
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	£18,000 TA Deployment RWI Development Days Teacher Deployment CPD		-		
B Improve the quality of teaching, learning and assessment (evident through an improved teaching and learning profile)	<ul style="list-style-type: none"> - Tailored RWI groups as a result of robust monitoring of assessment, - Intervention Plan embedded to ensure children are provided with interventions- evidence gathered from NGRT, NTS and Phonic Assessments <p>(Costed above)</p>	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ evidenced that focus on phonics make a positive impact on academic outcomes	<ul style="list-style-type: none"> - Leadership Development Days provided by RWInc to support AW and KS1 teachers with assessing and delivery of phonics . - Assessment Points monitored by VP and Pupil Progress Meetings occur to tailor teaching and groups. - Monitoring of teaching reading throughout each half term- key adults provided with support provided by Principal/VP/Phonics Lead. 	Principal VP Phonics Lead Literacy Lead	Termly Monitoring
B Improve the quality of teaching, learning and assessment (evident through an improved teaching and learning profile)	<ul style="list-style-type: none"> - Rigorous Monitoring Cycle to build a picture of QFT approaches - Provide tailored support to teachers identified through monitoring cycle through CPD, personalised - Support from VP/ Principal/ National Leads 	In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/	<ul style="list-style-type: none"> - Monitoring cycle to focus on QFT in reading, writing and maths. - Assessment cycle to analyse data and create interventions based on pupil progress meetings. 	Principal VP	

<p>B Improve the quality of teaching, learning and assessment (evident through an improved teaching and learning profile)</p>	<ul style="list-style-type: none"> - Use rigorous monitoring cycles to embed QFT practices into lessons including CPD for teachers to improve the QFT profile across the Academy. - Embed Assessment Cycle to provide children with quality assessment analysis. - Hold Pupil Progress Meetings to hold accountability measures. <p>£25,000 TA Deployment Leadership Release Teacher Release CPD</p>	<p>Ensure that additional capacity of teaching assistants impacts on outcomes for all pupils, especially those with additional needs and disadvantaged children. Impact will come through in-class support and the running of targeted intervention programmes. Last year this strategy and outcomes at KS2 demonstrated the positive impact of the small group teaching approach for PP pupils:</p> <ul style="list-style-type: none"> • Writing (ARE) improved from 67% in 2018 to 78% 2019 • Maths (ARE) improved from 64% in 2018 to 83% in 2019 <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/ demonstrates that teaching assistants can have a positive impact on outcomes. Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE- RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p>	<ul style="list-style-type: none"> - Learning walks to focus on provision for more able pupils - Book Monitoring focus on more able pupils - CPD provided for all staff and key staff picked up through monitoring cycle. - Data Analysis - Pupil Progress Meetings to target pupils - Intervention Timetable and learning walks. 	<p>Principal VP</p>	<p>Termly Monitoring</p>
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<p>B Improve the quality of teaching, learning and assessment (evident through an improved teaching and learning profile)</p>	<ul style="list-style-type: none"> - CPD provided for additional staff. - Monitoring of support staff to improve teaching and learning profile. - Interventions set up for pupils dependent on personalised need. - £10000 Leadership Release CPD - 	<p>Rationale: Refresher training on de-escalation to reduce behaviour incidents in class. Core subject training to ensure effective classroom support</p> <p>This year, regular internal and external training for TAs and HLTAs will ensure the very best support can be provided for children across school, especially those with additional needs and disadvantaged children. Research has found that teaching assistants can have a positive impact on outcomes – https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/ - CPD to be provided to ensure this happens.</p> <p>Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE- RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p>	<ul style="list-style-type: none"> - Learning walks to focus on additional staff deployment - Book Monitoring focus on interventions and effectiveness on additional staff. - CPD provided for all staff and key staff picked up through monitoring cycle. - Data Analysis to ensure targeted groups are picked up. - Pupil Progress Meetings to target pupils - Intervention Timetable and learning walks to monitor impact. 	<p>Principal VP</p>	<p>Termly Monitoring</p>
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<p>B Improve the quality of teaching, learning and assessment (evident through an improved teaching and learning profile)</p> <p>To further improve ARE PP outcomes in maths at KS1 (from 35%) and at KS2 (from 83%) To increase the % of PP pupils attaining at 'greater depth' (14% in 2018, 17% in 2019)</p>	<ul style="list-style-type: none"> - Monitoring Cycle to build on the QFT approaches within school. - Assessment Cycle to analyse assessments and PP focus at Pupil Progress Meetings. - Specific Interventions planned to boost outcomes including Hegarty Maths. - Support provided from National Lead of Maths (Astrea) <p>£3000 Leadership Release Cover cost</p>	<p>Rationale: Last year provision of Hegarty Maths for Year 6 children provided opportunities for children to access booster videos and activities to improve Maths attainment. Training for staff plus provision of after-school clubs for children not completing work at home were also provided. This resulted in improved outcomes at KS2 ARE maths for PP pupils (from 64% in 2018 to 83% in 2019) Pilot research into Hegarty Maths found that there were “very strong positive correlations between Hegarty Maths usage and SATs attainment for disadvantaged pupils.” - https://www.shinetrust.org.uk/impact-2/stories/hegartymaths/</p>	<ul style="list-style-type: none"> - Learning walks to focus on QFT approaches Maths in Y2 and Y6. - Maths Book Monitoring focus on and Y2 Y6 - CPD provided for all staff and key staff picked up through monitoring cycle. - Data Analysis to ensure targeted groups are picked up. - Pupil Progress Meetings to target pupils - Intervention Timetable and learning walks to monitor impact. 	<p>Principal VP</p>	<p>Termly Monitoring</p>
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<p>B Improve the quality of teaching, learning and assessment (evident through an improved teaching and learning profile)</p> <p>To improve pupil engagement and the quality of teaching and learning (measured through an improved profile of teaching and learning, improved attendance and improved outcomes)</p>	<ul style="list-style-type: none"> - Use rigorous monitoring cycles to embed QFT practices into lessons including CPD for teachers to improve the QFT profile across the Academy. - Embed Assessment Cycle to provide children with quality assessment analysis. - Hold Pupil Progress Meetings to hold accountability measures. <p>(Costed above)</p>	<p>Ensure the QFT profile of the Academy improves to ensure at least 75% rated good by July 2021.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/ demonstrates that teaching assistants can have a positive impact on outcomes. Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p>	<p>(Costed above)</p> <ul style="list-style-type: none"> - Learning walks to focus on QFT approaches. - Book Monitoring focus on QFT approaches. - CPD provided for all staff and key staff picked up through monitoring cycle. - Data Analysis - Pupil Progress Meetings to target pupils - Intervention monitoring to ensure closes gaps in learning. - Pupil Voice captured on lessons, engagement, challenge. 	<p>Principal VP</p>	<p>Termly Monitoring</p>
Total budgeted cost					£56,000
Proportion of Total Spend					46%
ii. Targeted support (e.g. Structured interventions, Small group tuition, One-to-one support)					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well eg. monitoring planned?	Staff lead	When will you review implementation?

<p>A Improved outcomes for disadvantaged learners and diminished difference between disadvantaged learners and their peers through access to targeted interventions and support to improve self-esteem and to address any identified barriers to learning</p> <p>To increase the number of pupils working at ARE for their reading</p>	<ul style="list-style-type: none"> - Tailored RWI groups as a result of robust monitoring of assessment, - Implement strong assessment cycle including assessing phonics and reading at KS2 - Intervention Plan embedded to ensure children are provided with interventions- evidence gathered from NGRT, NTS and Phonic Assessments - QFT approaches to Reading are embedded including teaching of fluency and comprehension skills. - New reading scheme for KS2 is launched to support development of the QFT profile. <p>(Costed above)</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ evidenced that focus on phonics make a positive impact on academic outcomes</p>	<ul style="list-style-type: none"> - Leadership Development Days provided by RWInc to support AW and KS1 teachers with assessing and delivery of phonics. - Assessment Points monitored by VP and Pupil Progress Meetings occur to tailor teaching and groups. - Monitoring of teaching reading throughout each half term- key adults provided with support provided by Principal/VP/National Lead/Literacy Lead. - Principal/VP/National Lead and Literacy Lead to gather picture of Reading across KS2 and begin to review current scheme for Launch Spring 2021. 	<p>Principal VP</p>	<p>Termly Monitoring</p>
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<p>A Improved outcomes for disadvantaged learners and diminished difference between disadvantaged learners and their peers through access to targeted interventions and support to improve self-esteem and to address any identified barriers to learning</p> <p>To improve strong outcomes for PP pupils in Y1 phonics</p>	<ul style="list-style-type: none"> - Tailored RWI groups as a result of robust monitoring of assessment, - Intervention Plan embedded to ensure children are provided with interventions- evidence gathered from NGRT, NTS and Phonic Assessments (Costed above) - - 	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ evidenced that focus on phonics make a positive impact on academic outcomes</p>	<ul style="list-style-type: none"> - Leadership Development Days provided by RWInc to support AW and KS1 teachers with assessing and delivery of phonics. - Assessment Points monitored by VP and Pupil Progress Meetings occur to tailor teaching and groups. - Monitoring of teaching reading throughout each half term- key adults provided with support provided by Principal/VP/Phonics Lead. 	<p>Principal VP</p>	<p>Termly Monitoring</p>
<p>A Improved outcomes for disadvantaged learners and diminished difference between disadvantaged learners and their peers through access to targeted interventions and support to improve self-esteem and to address any identified barriers to learning</p>	<ul style="list-style-type: none"> - Rigorous Monitoring Cycle to build a picture of QFT approaches - Provide tailored support to teachers identified through monitoring cycle through CPD, personalised - Support from VP/ Principal/ National Leads (Costed above) 	<p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</p>	<ul style="list-style-type: none"> - Monitoring cycle to focus on QFT in reading, writing and maths. - Assessment cycle to analyse data and create interventions based on pupil progress meetings. 	<p>Principal VP</p>	<p>Termly Monitoring</p>

<p>A Improved outcomes for disadvantaged learners and diminished difference between disadvantaged learners and their peers through access to targeted interventions and support to improve self-esteem and to address any identified barriers to learning</p> <p>Target individual pupils, including the More-Able, through small group and whole-class support to increase outcomes in Reading, Writing and Maths at KS1 and KS2 as identified through Pupil Progress Meetings</p>	<ul style="list-style-type: none"> - Use rigorous monitoring cycles to embed QFT practices into lessons including CPD for teachers to improve the QFT profile across the Academy. - Embed Assessment Cycle to provide children with quality assessment analysis. - Hold Pupil Progress Meetings to hold accountability measures. (Costed above) - 	<p>Ensure that additional capacity of teaching assistants impacts on outcomes for all pupils, especially those with additional needs and disadvantaged children. Impact will come through in-class support and the running of targeted intervention programmes. Last year this strategy and outcomes at KS2 demonstrated the positive impact of the small group teaching approach for PP pupils:</p> <ul style="list-style-type: none"> • Writing (ARE) improved from 67% in 2018 to 78% 2019 • Maths (ARE) improved from 64% in 2018 to 83% in 2019 <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/ demonstrates that teaching assistants can have a positive impact on outcomes. Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p>	<ul style="list-style-type: none"> - Learning walks to focus on provision for more able pupils - Book Monitoring focus on more able pupils - CPD provided for all staff and key staff picked up through monitoring cycle. - Data Analysis - Pupil Progress Meetings to target pupils - Intervention Timetable and learning walks. 	<p>Principal VP</p>	<p>Termly Monitoring</p>
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<p>A Improved outcomes for disadvantaged learners and diminished difference between disadvantaged learners and their peers through access to targeted interventions and support to improve self-esteem and to address any identified barriers to learning</p> <p>To improve the quality of support from additional staff leading to an improved teaching and learning profile (and outcomes for PP pupils)</p>	<ul style="list-style-type: none"> - CPD provided for additional staff. - Monitoring of support staff to improve teaching and learning profile. - Interventions set up for pupils dependent on personalised need. <p>(Costed above)</p>	<p>Rationale: Refresher training on de-escalation to reduce behaviour incidents in class. Core subject training to ensure effective classroom support</p>	<ul style="list-style-type: none"> - Learning walks to focus on additional staff deployment - Book Monitoring focus on interventions and effectiveness on additional staff. - CPD provided for all staff and key staff picked up through monitoring cycle. - Data Analysis to ensure targeted groups are picked up. - Pupil Progress Meetings to target pupils - Intervention Timetable and learning walks to monitor impact. 	<p>Principal VP</p>	<p>Termly Monitoring</p>
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<p>A Improved outcomes for disadvantaged learners and diminished difference between disadvantaged learners and their peers through access to targeted interventions and support to improve self-esteem and to address any identified barriers to learning</p> <p>To further improve ARE PP outcomes in maths at KS1 (from 35%) and at KS2 (from 83%) To increase the % of PP pupils attaining at 'greater depth' (14% in 2018, 17% in 2019)</p>	<ul style="list-style-type: none"> - Monitoring Cycle to build on the QFT approaches within school. - Assessment Cycle to analyse assessments and PP focus at Pupil Progress Meetings. - Specific Interventions planned to boost outcomes including Hegarty Maths. - Support provided from National Lead of Maths (Astrea) <p>£3000 Leadership Release Covering Cost</p>	<p>Rationale: Last year provision of Hegarty Maths for Year 6 children provided opportunities for children to access booster videos and activities to improve Maths attainment. Training for staff plus provision of after-school clubs for children not completing work at home were also provided. This resulted in improved outcomes at KS2 ARE maths for PP pupils (from 64% in 2018 to 83% in 2019) Pilot research into Hegarty Maths found that there were "very strong positive correlations between Hegarty Maths usage and SATs attainment for disadvantaged pupils." - https://www.shinetrust.org.uk/impact-2/stories/hegartymaths/</p>	<ul style="list-style-type: none"> - Learning walks to focus on QFT approaches Maths in Y2 and Y6. - Maths Book Monitoring focus on and Y2 Y6 - CPD provided for all staff and key staff picked up through monitoring cycle. - Data Analysis to ensure targeted groups are picked up. - Pupil Progress Meetings to target pupils - Intervention Timetable and learning walks to monitor impact. 	<p>Principal VP</p>	<p>Termly Monitoring</p>
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<p>A Improved outcomes for disadvantaged learners and diminished difference between disadvantaged learners and their peers through access to targeted interventions and support to improve self-esteem and to address any identified barriers to learning</p> <p>To improve the vocabulary / speech and language skills of pupils, positively impacting on reading and writing outcomes at KS1 and KS2</p>	<ul style="list-style-type: none"> - WELLCOMM Baseline and groups targeted in EYFS - Provide tailored Welcomm interventions for pupils - CPD and Support provided to staff. - Implementation of Nuffield Language Development DFE (to begin Jan 2021) <p>£15,000 WELCOMM TA Deployment Teacher deployment</p>	<p>Research shows that oral language interventions have a positive impact on outcomes: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</p>	<p>. Monitor the impact of language interventions through:</p> <ul style="list-style-type: none"> - Data Analysis in WELCOMM assessments, reading and writing outcomes. - Learning walks to monitor the impact of delivery o sessions and provide CPD to key staff. 	<p>Principal VP</p>	<p>Termly Monitoring</p>
Total budgeted cost					<p>£56,000 + 15,000 (section 2) 3000 £ 74,000</p>
Proportion of Total Spend					<p>60%</p>
iii. Other approaches (e.g. behaviour support, breakfast clubs, attendance initiative, extra-curricular support)					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well eg. monitoring planned?	Staff lead	When will you review implementation?
<p>C Improved attendance to enable pupils to access more learning</p> <p>To continue to improve the punctuality and attendance of PP pupils</p>	<ul style="list-style-type: none"> - Implement new attendance procedures including half termly rewards for above 96% - Implement 'Waverley Well-being mornings' 	<p>Disadvantaged children can access breakfast club and ensure a nutritious and punctual start to the day. School combines this with a morning sports coach to support active lifestyle (costed under PE grant spend).</p> <p>Evidence for the EEF found positive impact in the provision of breakfast for primary-age</p>	<ul style="list-style-type: none"> - Monitoring of attendance data - Pupil Voice of PP pupils for views on attendance rewards - Learning walks during drop offs. 	<p>Principal VP</p>	<p>Termly Monitoring</p>

<p>increasing their readiness for learning and academic outcomes</p>	<ul style="list-style-type: none"> - School council to create 'child friendly' core values policy. <p>£6000 Leadership Release TA Deployment Attendance Rewards</p>	<p>pupils and it is felt that given the context and background of disadvantaged pupils: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast#closeNav</p>	<ul style="list-style-type: none"> - School Council- pupil voice on behaviour for learning in their classroom 		
<p>D Improved Behaviour for Learning to enable pupils to access more learning.</p> <p>To decrease the number of Fixed Term Exclusions for disadvantaged pupils (as well as the difference between the exclusions of PP and non-PP pupils in school) enabling them to access more learning and improve academic outcomes</p>	<ul style="list-style-type: none"> - Implement Waverley Core Value Strategy - Recording and tracking of behaviour events on CPoms - Build on the early identification of pupils with possible SEND. - Monitoring Cycle to include behaviour of pupils <p>£20000 Leadership Release SEND Release Families Safeguarding Officer Release National Lead Behaviour and SEND Support CPD</p>	<p>Work of the Pastoral Team (including learning mentor) increases the capacity for Early Help and Family Interventions, reducing barriers to accessing education. Last year, this support had a positive impact on a reduction in the number of behaviour incidents and exclusions term on term (evident in Behaviour Data Trackers).</p> <p>This approach is in line with research that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/ This approach is in line with research: https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	<ul style="list-style-type: none"> - Behaviour Incidents analysed to provide bespoke support for pupils- target cards, SEND needs. - Monitoring of behaviour incidents to ensure recorded and policy is followed. - Learning walks on behaviour focus and specific pupil observation - Intervention monitoring and data analysis. - Support provided by NLE of Behaviour and SEND- impact monitored through drop ins and further analysis. 	Principal VP	Termly Monitoring
<p>C Improved attendance to enable pupils to access more learning</p> <p>To support families, leading to improved attendance of PP pupils (93.6% attendance in 2018-19) increasing their readiness for learning and academic outcomes</p>	<ul style="list-style-type: none"> - Implementation of rigorous attendance procedures including attendance welfare checks and attendance meetings. - Families and Safeguarding Officer appointed 	<p>Rationale: Last year, the school recognised and rewarded outstanding effort and attitude of pupils – focusing on the REACH dispositions – this led to improved KS2 attainment for disadvantaged pupils in Reading, Writing and Mathematics</p> <p>Families have access to additional support where necessary, including increased Early Help capacity and bespoke support.</p>	<ul style="list-style-type: none"> - Data Analysis of attendance for PP children- support provided by Families and Safeguarding officer. - Support provided to families through EHA. - Tracking and monitoring of PP children accessing wraparound care. 	Principal VP	Termly Monitoring

	<p>to drive attendance</p> <ul style="list-style-type: none"> - Support provided by Trust Attendance Lead - Wraparound care provided- breakfast and after school club <p>£20000 Leadership Time Trust Attendance Lead Families and Safeguarding Attendance Rewards</p>	<p>Last year, the attendance of disadvantaged pupils was 93.6%</p> <p>This approach is in line with research: https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>			
<p>D Improved Behaviour for Learning to enable pupils to access more learning.</p> <ul style="list-style-type: none"> • To improve pupil behaviour (measured though reduced behavioural incidents and improved outcomes) • To raise pupil self-esteem and well-being 	<ul style="list-style-type: none"> - Implement Waverley Core Value Strategy - Recording and tracking of behaviour events on CPoms - Build on the early identification of pupils with possible SEND. - Monitoring Cycle to include behaviour of pupils <p>£3500 Leadership Time Covering Cost</p>	<p>Pupils receive rewards and incentives based on hard work and achievement</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	<ul style="list-style-type: none"> - Behaviour Incidents analysed to provide bespoke support for pupils- target cards, SEND needs. - Monitoring of behaviour incidents to ensure recorded and policy is followed. - Learning walks on behaviour focus and specific pupil observation - Intervention monitoring and data analysis. - Support provided by NLE of Behaviour and SEND- impact monitored through drop ins and further analysis. 	Principal VP	Termly Monitoring
Total budgeted cost					Costed above- £74,000 (section 2) + £49,500 (section 3) £123,500
Proportion of Total Spend					101%
Estimated Total spend: £123,500					