

Pupil premium strategy / self-evaluation (primary, middle)

| 1. Summary information | | | | | |
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| School | Gladstone Road Primary School | | | | |
| Academic Year | 2019-20 | Total PP budget | £330792 | Date of most recent PP Review | Nov 18 |
| Total number of pupils | 757 | Number of pupils eligible for PP | 252 | Date for next internal review of this strategy | Sum 20 |

| 2. Current attainment | | |
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| Attainment -Year 6 Cohort 2018-19 | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving expected standard or above in reading, writing & maths | 32% | |
| % achieving expected standard or above / above in reading. | 45% / 14% | |
| % achieving expected standard or above / above in writing. | 48% / 2% | |
| % achieving expected standard or above / above in maths. | 48% / 2% | |
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| Attainment -Year 2 Cohort 2018-19 | <i>Pupils eligible for PP (your school)</i> | |
| % achieving expected standard or above in reading, writing & maths | | |
| % achieving expected standard or above in reading / above | 67% / 12% | |
| % achieving expected standard or above in writing / above | 60% / 2% | |
| % achieving expected standard or above in maths / above | 61% / 7% | |
| Attainment for: 2018-19 Y1 Phonics Screening Check | <i>Pupils eligible for PP (your school)</i> | |
| % achieving expected standard | 53% | |

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| Attainment for: 2018-19 EYFS Good Level of Development | | <i>Pupils eligible for PP (your school)</i> | |
| % reaching GLD | | 70% | |
| Progress for 2018-19 in all other Year groups (Years 1,3,4 and 5) | | <i>Pupils eligible for PP (your school)</i> | |
| % achieving expected progress in reading | | 63% / 97% / 91% / 89% | |
| % achieving expected progress in writing | | 53% / 97% / 91% / 97% | |
| % achieving expected progress in maths | | 67% / 97% / 91% / 100% | |
| 3. Barriers to future attainment (for pupils eligible for PP) | | | |
| Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i> | | | |
| A. | English levels on entry to EYFS - oral language impacting on reading and writing skills. | | |
| B. | Additional needs such as SEND, social, emotional, mental health which impact on self-esteem, poor behaviour choices, difficulty building friendships, limited concentration in class and problems socialising with others. | | |
| C. | Late admissions not making expected progress from the assessments that they enter with. | | |
| D. | Writing skills in KS2 (PPG pupils writing attainment has dropped 2 years in a row) | | |
| Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i> | | | |
| E. | Limited life experiences and opportunities/limited access to extra-curricular activities leading to low aspirations. | | |
| F. | Persistent lateness and low attendance. | | |
| 4. Intended outcomes <i>(specific outcomes and how they will be measured)</i> | | | Success criteria |
| A. | The gap between PPG pupils and non-PPG pupils will diminish. | | PPG children achieving more in line with Non-PPG pupils. |
| B. | PPG pupils make at least good progress from starting points including late admissions. | | More PPG pupils making expected progress. |
| C. | Attendance and lateness will improve and become less of a barrier to learning. | | All PPG pupils have attendance that is above 96% and improved lateness. |

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| D. | Experiences for PPG children will be enhanced through a rich and varied curriculum and extra-curricular opportunities. | All PPG pupils accessing extra opportunities or residential visits. |
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| 5. Review of expenditure | | | | | | | | | | | | |
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| Previous Academic Year | | | | | | | | | | | | |
| i. Quality of teaching for all | | | | | | | | | | | | |
| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost £53672 | | | | | | | | |
| Awareness raising for staff including EEF research, school data, class data, targets, updated PP strategy, focus areas. | All staff are up to date with information and feel able to support PP pupils. | All staff are more aware of children who need to be targeted and the use of pupil progress meetings has given time for a targeted approach to be put in place for all pupils in school who need it. | Awareness raising will continue to be a focus in school for all staff working in the classroom. Barriers to learning will be logged so that receiving teachers are aware of all support and provision that has been put in place for the pupils they are teaching. | | | | | | | | | |
| Teacher to pupil ratio to be increased in Y6. | For PP pupils in Year 6 to make (or exceed) expected progress. | <p>Smaller classes allowed more focussed targeting of individuals in Year 6. Even with this and extra support where needed, some PP pupils were not able to make expected progress.</p> <table border="1"><thead><tr><th>In Year Progress</th><th>Reading</th><th>Writing</th><th>Maths</th></tr></thead><tbody><tr><td>2018-19</td><td>4.41</td><td>2.37</td><td>7.10</td></tr></tbody></table> <p>This shows that moving to 5 classes had a positive impact on in-year progress particularly in Maths. In Year progress in reading went up from 1.57 in 2018 to 4.41 in 2019. This is an increase of 2.84.</p> <p>A small group of PP pupils had a significant impact on the progress on the PP group in Year 6. These pupils all had additional needs and most had significant negative progress despite additional support.</p> | In Year Progress | Reading | Writing | Maths | 2018-19 | 4.41 | 2.37 | 7.10 | <p>Moving to 5 classes is not a normal approach in school. It was used because of the SLT knowledge of the needs of this particular cohort. This strategy will only be used in future with very careful consideration.</p> <p>Identifying significant progress gaps and additional needs of pupils will be a priority moving forwards.</p> | |
| In Year Progress | Reading | Writing | Maths | | | | | | | | | |
| 2018-19 | 4.41 | 2.37 | 7.10 | | | | | | | | | |

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| Consistent approaches to target setting in place with children targeted in planning and teaching to develop necessary skills to make expected progress from starting points. | PP children meet or exceed their targets in Writing based on their EYFS or KS1 results (including high prior attainers) | Current attainment data in section 2 shows across year groups the percentage of pupils achieving expected progress in writing. In Year 1 only 53% on PP pupils achieved expected progress. | This approach did not have enough impact. Writing is standing out as a focus area across school and will form part of the SIDP in 2019-20. Data will be used to target individuals and groups who are not making expected progress. This will also form part of the PP strategy moving forwards. | |
| Metacognition approaches to develop resilience and independence. Confident pupils are extended and challenged earlier in the lesson. All children to have opportunities to work independently. | PP children meet or exceed their targets in Maths based on their EYFS or KS1 results (including high prior attainers) | Current attainment data in section 2 shows across year groups the percentage of pupils achieving expected progress in maths. In Year 1 only 67% on PP pupils achieved expected progress. | Maths will continue to be a focus area of the PP Strategy. Data will be used to target individuals and groups who are not making expected progress. | |
| All teachers to receive training, resources and support where necessary to adapt class reading to have a greater focus on comprehension and vocabulary. | PP children meet or exceed their targets in reading based on their EYFS or KS1 results (including high prior attainers) | Current attainment data in section 2 shows across year groups the percentage of pupils achieving expected progress in reading. In Year 1 only 63% on PP pupils achieved expected progress and in Year 5 89% achieved expected progress. In Year 6 PP children made more In Year Progress compared to NPP pupils and PP GDS attainment went up from 11% in 2018 to 14% in 2019. | Guiding reading has now been embedded across KS2. Reading will continue to be a focus in the new strategy with a focus on Phonics and early reading in EYFS and KS1. | |

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| Consistent approach across all classes for strategies to use when children feel challenged. Teachers to hold pupil conferences with individual children who are not on track to meet their targets to be able to learn about individual barriers and how best to support them. | For all children to have a range of strategies to help them when challenged, building resilience and independence. | Although work on this has continued, some children still have limited resilience and rely on adult support. | More consistency is needed in the approach to the strategies used. Individual conferences will take place in the next strategy. They will then feed into parents evening consultations so that parents are also given a voice as to what they think will support their child and any support that they need. | |
| ii. Targeted support | | | | |
| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost £258661 |
| Breakfast Club Lunch Club Learning Mentor Behaviour Manager Behaviour support team | For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to learn. | Targeted pupils were supported by these strategies and were able to access learning in the classroom. Exclusions dropped showing that support is working. Behaviour reports show that the number of incidents over the year dropped. | All of these strategies will continue but the behaviour support team will become an inclusion team as they support a range of pupils including SEND, SEMH and pupils who need support with behaviour choices. Breakfast club will be extended to support more children in a larger room in KS2. | |
| Attendance officer | For PP children to have support in attending school punctually and regularly. | PP attendance last year was 93.44% Inclusion lead had more information about persistent absentees and actions were put into place to support where possible. Poor attendance by some pupils, affected their ability to make expected progress especially in writing. | New procedures have been set up to improve attendance and lateness. These will be monitored by Assistant Heads and information acted on to support children in closing gaps in learning where needed. | |

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|--|---|---|-----|------|---|------|--------------------|---------|--|---|-----|-------|---|-----|-------|---|-----|-------|---|-----|-------|---|-----|-------|---|-----|------|---|-----|-------|---|-----|------|---------|------|--|-----|--|------------------|--|-----------|----|------|----|------|----|------|---|------|------|-----|-----|------|------|----|-----|-----|-----|-----|------|------|----|-----|-----|----|-----|------|------|----|----|----|----|----|------|------|---|-----|----|----|----|------|------|---|----|----|----|----|------|-----|
| Varied interventions (according to need) to be provided during and after school. | Children not on track from starting points have gaps identified. Targeted teaching and interventions teach to gaps (including high prior attainers) | <p>Year 6 maths target groups made progress gains listed below</p> <table><tr><td></td><td>In year</td><td></td></tr><tr><td>1</td><td>5.3</td><td>mixed</td></tr><tr><td>2</td><td>4.3</td><td>mixed</td></tr><tr><td>3</td><td>5.5</td><td>mixed</td></tr><tr><td>4</td><td>6.7</td><td>mixed</td></tr><tr><td>5</td><td>4.3</td><td>mixed</td></tr><tr><td>6</td><td>7.3</td><td>HAPS</td></tr><tr><td>7</td><td>7.6</td><td>Girls</td></tr><tr><td>8</td><td>6.3</td><td>HAPS</td></tr></table> <p>Year 6 reading target groups alongside class teaching led to these outcomes</p> <table><tr><td>Reading</td><td colspan="2">EXS+</td><td colspan="2">GDS</td><td colspan="2">In year Progress</td></tr><tr><td>KS1 Level</td><td>PP</td><td>N-PP</td><td>PP</td><td>N-PP</td><td>PP</td><td>N-PP</td></tr><tr><td>3</td><td>100%</td><td>100%</td><td>75%</td><td>55%</td><td>2.86</td><td>1.26</td></tr><tr><td>2a</td><td>67%</td><td>79%</td><td>19%</td><td>21%</td><td>5.31</td><td>4.54</td></tr><tr><td>2b</td><td>56%</td><td>55%</td><td>0%</td><td>23%</td><td>2.57</td><td>4.37</td></tr><tr><td>2c</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>6.48</td><td>0.96</td></tr><tr><td>1</td><td>13%</td><td>0%</td><td>0%</td><td>0%</td><td>4.91</td><td>4.88</td></tr><tr><td>W</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>7.57</td><td>n/a</td></tr></table> <p>Lessons learned (and whether you will continue with this approach)</p> <p>This approach is very successful in improving progress for all children including higher attainers.. In reading PPG pupils made more in year progress (in most groups) than Non-PPG pupils. This will continue to be part of the strategy.</p> | | | | | | In year | | 1 | 5.3 | mixed | 2 | 4.3 | mixed | 3 | 5.5 | mixed | 4 | 6.7 | mixed | 5 | 4.3 | mixed | 6 | 7.3 | HAPS | 7 | 7.6 | Girls | 8 | 6.3 | HAPS | Reading | EXS+ | | GDS | | In year Progress | | KS1 Level | PP | N-PP | PP | N-PP | PP | N-PP | 3 | 100% | 100% | 75% | 55% | 2.86 | 1.26 | 2a | 67% | 79% | 19% | 21% | 5.31 | 4.54 | 2b | 56% | 55% | 0% | 23% | 2.57 | 4.37 | 2c | 0% | 0% | 0% | 0% | 6.48 | 0.96 | 1 | 13% | 0% | 0% | 0% | 4.91 | 4.88 | W | 0% | 0% | 0% | 0% | 7.57 | n/a |
| | In year | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 5.3 | mixed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 4.3 | mixed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 5.5 | mixed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 6.7 | mixed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 4.3 | mixed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 7.3 | HAPS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 7.6 | Girls | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | 6.3 | HAPS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | EXS+ | | GDS | | In year Progress | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| KS1 Level | PP | N-PP | PP | N-PP | PP | N-PP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 100% | 100% | 75% | 55% | 2.86 | 1.26 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2a | 67% | 79% | 19% | 21% | 5.31 | 4.54 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2b | 56% | 55% | 0% | 23% | 2.57 | 4.37 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2c | 0% | 0% | 0% | 0% | 6.48 | 0.96 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 13% | 0% | 0% | 0% | 4.91 | 4.88 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| W | 0% | 0% | 0% | 0% | 7.57 | n/a | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| iii. Other approaches | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | | | Lessons learned (and whether you will continue with this approach) | | Cost £26666 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Curriculum based visits. Residential visits. | Pupils have opportunities to go on visits outside of the immediate Scarborough area. | All children identified in Year 6 as not having participated in a residential visit were targeted for a one night visit. Thirteen pupils left school last year not having been on a residential visit. PP pupils were then targeted in other year groups to access a one night visit. Forty three pupils accessed this opportunity. | Although the offer was given of a free over night visit, some pupils still did not take up the offer. A one night residential visit is being re-introduced in year 3 this year. Continued support will be offered to PP families in the aim to get all children to access one visit in their time at GRPS. | |
| Pre and post school clubs. Lunchtime clubs. Support for families with barriers. | Pupils have the opportunity to take part in enrichment activities including a range of clubs and activities. | All children were given the opportunity to access clubs pre-school, post-school and at lunchtimes. Pupil and parent voice say that children enjoy these clubs and would like a wider range including art. Pupils supported to attend clubs made progress with social skills, self-esteem and confidence. Parent feedback expressed how grateful they were and how their children had benefitted from being able to attend. | Most pupils access a club at some point over the year. They are popular and will continue to be part of the strategy. Some pupils do not want to attend clubs. Some prefer to go outside at dinnertime. Continued support will be used to enable families and children with barriers to access clubs. | |
| Pupils consciously participate in the scheme affiliated to the University of Hull. | Opportunity to participate in and graduate from the Children's University. | In 2019 38 Year 6 pupils graduated from the Children's university compared with 3 in 2018. 60 Year 5 pupils attended a mini-graduation. | Having designated leads for The Children's University has helped to support this scheme in school. This will continue next year. The scheme will be promoted further by making it more obvious around school with the use of photographs, display and pupil participation in events. | |
| Hold coffee mornings linked to PP strategy. Meet with parents to discuss children in light of trips, clubs, homework etc. Hold workshops for parents with children linked to key areas for development. | To build relationships between parents and school and support them so they feel able to engage in their children's learning. | 5 PP parents attended an organised coffee morning. Discussions gave some indication as to what they felt was going well and what their children would like in school. Parents were supported with access arrangements with clubs. Workshops did not take place this year. | Some PP parents do want to have access to school and someone to talk to. They will be given further opportunities for this. Meetings with targeted parents were useful and led to actions being put in place to support children. Workshops will take place this year including stay and play for targeted pupils and families. | |

| 6. Planned expenditure | | | | | |
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| Academic year | 2019-20 | | | | |
| i. Quality of teaching for all | | | | | |
| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| <p>Awareness Raising PP data to be shared with all teaching staff.</p> <p>All teachers to use information available to be fully aware of pupil’s barriers to learning and who is not on track from their starting points.</p> <p>Barriers to learning to be updated each year with action used for support.</p> <p>Quality first teaching supports all pupils identified.</p> | <p>Teaching staff use the information available to work on desired outcomes:</p> <p>The gap between PPG pupils and non-PPG pupils will diminish.</p> <p>PPG pupils make at least good progress from starting points including late admissions.</p> | <p>It has been proven that sharing information with staff has increased understanding and focused support where most needed to make impact.</p> <p>Data analysis has shown 10 children with additional needs who did not make expected progress in Year 6 and this affected PPG attainment and progress for in 2019.</p> <p>Ongoing logs of needs and support will ensure staff are in the best position to support the pupils they are teaching.</p> | <p>Staff will be more confident in supporting, targeting and talking about PP pupils.</p> <p>Data will show if support is having a positive impact on learning.</p> | TJ | <p>Ongoing monitoring cycle.</p> <p>Half termly pupil progress meetings</p> <p>Progress and attainment / data</p> |

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| <p>Phonics and Reading</p> <p>Develop teaching of phonics /early reading with a focus on EYFS and KS1.</p> <p>Develop phonics through the use of a systematic phonics scheme.</p> <p>Further develop the teaching of fluency and comprehension skills in KS2 including higher skills aimed at higher attainers.</p> <p>PP pupils are targeted to read every day to improve fluency.</p> | <p>Every child a reader.</p> <p>The gap between PPG pupils and non-PPG pupils will diminish.</p> <p>PPG pupils make at least good progress from starting points including late admissions.</p> | <p>EEF toolkit shows a balanced approach to reading in KS1 with decoding and comprehension skills and use of a systematic phonics programme will improve progress.</p> <p>In Y6 PPG pupils had an attainment gap of 22% compared to NPPG pupils in school and a progress gap of -2.09.</p> <p>EEF toolkit shows comprehension skills and fluency improves progress in reading at KS2.</p> | <p>The school monitoring system will evaluate provision.</p> <p>Support will be put in place where needed.</p> | <p>TJ LB</p> | <p>Ongoing monitoring cycle.</p> <p>Half termly pupil progress meetings</p> <p>Progress and attainment / data</p> |
| <p>Writing</p> <p>Further develop the teaching of writing by introducing purpose and audience grids in KS2 and adapting planning to suit these.</p> <p>Further focus on grammar and vocabulary with a particular focus on higher attainers.</p> <p>Allow longer periods of writing time especially for higher attainers.</p> | <p>PPG pupils make at least good progress from starting points including late admissions.</p> <p>The gap between PPG pupils and non-PPG pupils will diminish.</p> | <p>Writing attainment dropped again in Year 6 in 2019 for PPG pupils. Compared to NPPG pupils the attainment gap was 28% and the progress gap was -2.15.</p> <p>EEF toolkit shows that pupil's language capabilities need to be developed to support writing.</p> | <p>The school monitoring system will evaluate provision.</p> <p>Support will be put in place where needed.</p> | <p>TJ LB</p> | <p>Ongoing monitoring cycle.</p> <p>Half termly pupil progress meetings</p> <p>Progress and attainment / data</p> |
| Total budgeted cost £160764 | | | | | |
| Targeted support | | | | | |
| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |

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| Track and monitor the progress and attainment of all PPG pupils and target in class / put interventions in place to close gaps and catch up. | PPG pupils make at least good progress from starting points including late admissions. | This has already been introduced and where children have been targeted some have caught up. In year progress has shown that these are successful. | Ongoing assessment by teachers including gap analysis. The school monitoring system will evaluate provision. Pre and post testing for intervention programmes will measure impact. | TJ | Ongoing monitoring cycle. Half termly pupil progress meetings Progress and attainment / data |
| All late admissions will be assessed on entry and interventions put in place if not on track from starting points. | PPG pupils make at least good progress from starting points including late admissions. | Some late admissions have entered school and not made good progress from their starting points. | Termly data. Regular reports on key children. | TJ | Ongoing monitoring cycle. Half termly pupil progress meetings Progress and attainment / data |
| Improved attendance procedures in place on a daily basis. | Attendance and lateness will improve and become less of a barrier to learning. | Attendance of PPG pupils was Data analysis shows that some Year 6 pupils had low attendance and this affected their progress especially in writing. | Improved attendance / punctuality for targeted children. | JM | Half termly |

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| PPG pupils have barriers to learning quickly identified and actions put in place to address these including breakfast club, lunch club, Learning Mentor support and access to the Inclusion Hub. | Children's emotional wellbeing will improve, make good attachments and develop self-esteem. PPG pupils make at least good progress from starting points including late admissions. | Data analysis has shown 10 children with additional needs who did not make expected progress in Year 6 and this affected PPG attainment and progress for in 2019. Ongoing logs of needs and support will ensure staff are in the best position to support the pupils they are teaching. EEF toolkit shows that SEL has a positive impact on learning. | Regular monitoring. Improved attendance / punctuality for targeted children. Reduced morning incidents for targeted children. Less lunch time incidents for children who access. Children who access are more classroom ready in an afternoon. Pupil discussions. | TJ | Half termly Ongoing monitoring cycle. Half termly pupil progress meetings Progress and attainment / data |
| Total budgeted cost £176600 | | | | | |
| Other approaches | | | | | |
| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |

| | | | | | |
|--|---|--|--|-----------|--|
| <p>Visits will be planned throughout the year linked to the curriculum.</p> <p>Residential visits will be offered in Years 3-6 at a subsidised rate.</p> <p>A range of extra-curricular clubs will be on offer at lunch time and post school.</p> <p>Extra support will be given to families who struggle to access.</p> <p>Pupils can participate in and graduate from the Children's University.</p> | <p>Experiences for PPG children will be enhanced through a rich and varied curriculum and extra-curricular opportunities.</p> | <p>Some of our pupils get little opportunity outside school to visit different places or leave their immediate neighbourhood. We aim to broaden their horizons as to what opportunities are available in and outside Scarborough.</p> <p>Some pupils do not have specific interests or the opportunity to take part in clubs outside school. Some do not have the confidence to take part in clubs and can be supported to do this within school.</p> <p>Some pupils and families have low aspirations for the future. The Children's University scheme encourages pupils to raise their own aspirations. It helps pupils to believe they can achieve well whatever their current circumstances.</p> | <p>Pupil staff and parent voice on trips offered.</p> <p>Numbers taking up opportunities.</p> <p>All children are supported to access one residential visit in KS2.</p> <p>Clubs are used regularly by a range of children.</p> <p>Some children are supported to attend.</p> <p>Discussions with Children University representative.</p> <p>Numbers taking up opportunity and numbers graduating.</p> | <p>TJ</p> | <p>Half termly</p> <p>End of academic year</p> |
| <p>Hold coffee mornings with targeted parents.</p> <p>Meet with parents to discuss children in light of trips, clubs, homework, support etc.</p> <p>Hold activities for parents with children linked to key areas for development including stay and play.</p> | <p>Break down barriers between home and school.</p> <p>PPG pupils make at least good progress from starting points including late admissions.</p> | <p>Some parents do not engage with school and are hard to reach.</p> <p>Some parents want their children to be able to take part in activities but there are barriers to this happening that school can support with.</p> <p>Some parents did not have good experiences of schools in their past and this prevents them from engaging.</p> | <p>Parents feel supported and up to date with information.</p> <p>More parents engaging with school.</p> | <p>TJ</p> | <p>Half termly</p> <p>Following events</p> |
| <p>Total budgeted cost £20035</p> | | | | | |

Additional detail

