

TIMU Pupil Premium Strategy 2019-2022



This is the 3-year Pupil Premium strategy for TIMU Academy Trust schools. Please look through to see the information about **both schools** for the targeted spend over the next 3 years, aligned to our school development plans.

The main focus for both schools is the ongoing development of the whole curriculum to ensure that all children are highly motivated and engaged, can make links in their learning, deepen and retain knowledge, learn and develop practical skills and to ensure that NO child receives an impoverished curriculum offer.

The Trust is investing deeply in developing a new, more active cross-curricular approach, with a keen focus on improving the outcomes and progress for PP children. Although this document gives overall broad themes, pupils are focussed on as individuals and we use a case-by-case approach to understand the barriers that some children face. Additionally, at Bobbing there are very small numbers of Pupil Premium children which can cause the outcomes to look skewed, and underpins the need to consider children as individuals.

Unfortunately, due to the Covid-19 pandemic, the academic year was cut short for spending the Pupil Premium Grant for 2019-2020. The resulted in £38,891.99 for Iwade being rolled forward to the 2020-2021 academic year. This is allowed under the conditions of Pupil Premium Grant which sets out the following conditions:

The grant may be spent in the following ways:

- For the purposes of the school; that is, for the educational benefit of pupils registered at that school
- For the benefit of pupils registered at other maintained schools or academies
- On community facilities; for example, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated
- *The grant does not have to be completely spent by schools in the financial year beginning 1 April 2020; some or all of it may be carried forward to future financial years.*

Bobbing Village School

Academic Year	19/20	Total PP budget	£22,100	Date of most recent PP Review	T6 19/20
Total number of pupils	208	Number of pupils eligible for PP	17 (8%)	Date for next internal review of this strategy	T1 20/21

Ofsted May 2017 commented “Leaders make very effective use of pupil premium funding to support disadvantaged pupils. Bespoke help, guidance and individual support ensure that these pupils make rapid progress. Many disadvantaged pupils make more progress than their peers”

Current attainment (end of year data 18/19)

There are no statutory outcomes or progress for 19/20 due to the Covid-19 pandemic. Data included for comparison is from Spring 2019/2020 and compared to non-PP

EYFS

	<i>Bobbing Pupils eligible for PP</i>	<i>National average all children</i>	<i>Bobbing All 30 pupils</i>
EYFS: GLD	50% (2 children)	72%	
On track for GLD (Spring data)	1 pupil – targeted for Reading & shape, space and measure to reach GLD		

Year 1

	<i>Bobbing Pupils eligible for PP</i>	<i>National average all children</i>	<i>Bobbing All 30 pupils</i>
Year 1 phonics screening	100% - 1 child	82%	90%
Year 1 average phonics mark	35	33.8	34.1
On track to achieve phonics screening	5 pupils: 2 on track – average mark lower than peers		
Reading on track for end of year	60% expected+ 20% greater depth 2 chn below (both off track with phonics)		92% expected+ 16% greater depth
Writing on track for end of year	40% 3 chn below – all off track with phonics)		80% expected+
Maths on track of end of year	80% expected+ 20% greater depth 1 child below		84% expected+ 8% greater depth

Year 2

	<i>Bobbing Pupils eligible for PP</i>	<i>National average all children</i>	<i>Bobbing All 30 pupils</i>
Year 2 Reading expected standard+	0% (1 child)	78%	77%
Year 2 Reading: greater depth	0%	28%	30%
	1 pupil: working just below Achieved phonics screening in year 1	83% expected+ 21% greater depth	
Year 2 Writing expected standard+	0%	73%	77%
Year 2 Writing: greater depth	0%	17%	23%
Writing	1 pupil: working just below	76% expected+ 7% greater depth	
Year 2 Maths expected standard+	0%	76%	87%
Year 2 Maths: greater depth	0%	22%	23%
Maths	1 pupil: at expected	79% expected+ 24% greater depth	
Year 2 science	0%	82%	83%

Year 3

	<i>Bobbing Pupils eligible for PP</i>	<i>National average all children</i>	<i>Bobbing All 30 pupils</i>
Reading on track for end of year	2 pupils – 1 at greater depth, 1 working just below – achieved phonics in year 1	78% expected+ 26% greater depth	
Writing on track for end of year	1 working just below, 1 at expected	60% expected+ 4% greater depth	
Maths on track of end of year	1 working just below, 1 at greater depth	67% expected+ 7% greater depth	

Year 4

	<i>Bobbing Pupils eligible for PP</i>	<i>National average all children</i>	<i>Bobbing All 30 pupils</i>
Reading on track for end of year	6 pupils – 1 EAL (limited English) 50% expected 2 working significantly below (1 EAL) 1 working just below		76% expected+ 40% greater depth
Writing on track for end of year	50% expected 1 working significantly below (EAL) 2 working just below		56% expected+ 4% greater depth
Maths on track of end of year	17% expected 2 significantly below (1 EAL) 3 working just below		76% expected+ 28% greater depth

Year 5

	<i>Bobbing Pupils eligible for PP</i>	<i>National average all children</i>	<i>Bobbing All 30 pupils</i>
Reading on track for end of year	5 pupils 60% expected+ 20% greater depth 2 pupils working below (both SEN)		79% expected+ 33% greater depth
Writing on track for end of year	60% expected+ 1 significantly below 1 working just below (both SEN)		75% expected+ 4% greater depth
Maths on track of end of year	60% expected+ 20% greater depth 1 significantly below 1 working just below (both SEN)		79% expected+ 33% greater depth

Year 6

	<i>Bobbing Pupils eligible for PP</i>	<i>National non PP</i>	<i>National PP</i>	<i>National average all children</i>	<i>Bobbing All 30 pupils</i>
Year 6 R/W/M combined	75% (4 chn)	71%	51%	65%	80%
Year 6 RWM combined Greater depth	0%	13%	5%	11%	17%
Year 6 Reading expected standard+	75%	78%	62%	73%	83%
Year 6 Reading high score (110+)	0%	31%	17%	27%	17%
Year 6 Reading progress	-3.12	+0.32	-0.62	0.03	-1.77
Average Reading scaled score	101.0	105.5	101.9	104.4	104.8
Reading on track for end of year	3 pupils (1 EAL limited English) 2 on track for expected			84% on track for expected+ 16% on track for greater depth	
Year 6 Writing expected standard+	75%	83%	68%	78%	87%
Year 6 Writing greater depth	0%	24%	11%	20%	33%
Year 6 Writing progress	-2.07	+0.27	-0.50	0.03	+0.16
Writing on track for end of year	1 on track for expected 1 working just below and 1 significantly below (EAL)			65% at expected	
Year 6 GPS expected standard+	75%	83%	67%	78%	87%
Year 6 GPS high score (110+)	0%	41%	24%	36%	43%
GPS on track of end of year	2 on track for expected+ 1 at greater depth 1 working significantly below (EAL)			86% on track for expected+ 20% greater depth	
Year 6 Maths expected standard+	75%	84%	67%	79%	93%
Year 6 Maths high score (110+)	0%	32%	16%	27%	37%
Year 6 Maths progress	-2.52	+0.37	-0.71	0.03	-0.05
Average maths scaled score	102.5	106.1	102.5	105.0	107.0
Maths on track of end of year	1 on track for greater depth 1 working just below and 1 significantly below (EAL)			86% on track for expected 12% on track for greater depth	
Year 6 science	75%	87%	73%	83%	93%

Looked After children

Children who are looked after (in foster care) or adopted from care have a designated teacher in school whose job it is to work alongside the Local Authority the children are looked after by to set targets for each child and access additional support. Bobbing had 1 looked after child in 18/19 who reached the expected standard in reading, writing and maths, making more progress than their peers in reading and maths, with similar progress in writing.

Bobbing: Barriers to future attainment

In-school barriers – see ‘quality of teaching’ and ‘targeted support’ sections	
i.	Poor speech and language skills – including restricted vocabulary which impacts on reading and writing outcomes and progress as well as reducing the foundation of knowledge which all children need to have new ideas ‘stick’ to
ii.	Not all PP pupils enjoy reading – we believe that all children need to have a love of reading and access to high quality reading teaching so that they can access all areas of the curriculum. Both these barriers impact on the attainment and progress of children across the curriculum
iii.	Impact of Covid: lower engagement by FSM families at home during lockdown in Spring 2020 with very few children attending school as children of key workers at this time. FSM children made greater losses in their learning as a consequence when year 6 returned in T6. All other year groups continued to learn at home.
External barriers – see ‘Other Approaches’ section	
i.	Lower attendance than non-PP peers End of year 18/19 FSM attendance 93.1% - PP attendance 95.0% - All chn 96.7% - National all chn 95.8% Continuing to target persistent absenteeism and lateness
ii.	Lack of home support for many children – leading to restricted reading at home, low life experiences, lack of access to wider opportunities etc

IWADE PRIMARY SCHOOL

Academic Year	19/20	Total PP budget	£99,780	Date of most recent PP Review	T6 19/20
Total number of pupils	572	Number of pupils eligible for PP	75 (13%)	Date for next internal review of this strategy	T2 20/21

Ofsted May 2017 commented “The additional government funding, known as the pupil premium, is allocated effectively to ensure that disadvantaged pupils make good progress overall. The school’s effective work in this area is underpinned by the accurate knowledge that staff have of each pupil’s needs. The most-able disadvantaged pupils receive work that challenges them in English and mathematics, and consequently they achieve as well as their most-able classmates”

Current attainment (end of year data 18/19)

There are no statutory outcomes or progress for 19/20 due to the Covid-19 pandemic. Data included for comparison is from Spring 2019/2020 and compared to non-PP

EYFS

	<i>Iwade Pupils eligible for PP</i>	<i>National average All</i>	<i>All Iwade pupils</i>
EYFS: GLD (7 chn)	57%	72%	
On track for GLD (Spring data)	4 pupils 1 on track for GLD 3 working just below in multiple areas – progress is slower in reading and shape space and measure		

Year 1

	<i>Iwade Pupils eligible for PP</i>	<i>National average all children</i>	<i>All Iwade pupils</i>
Year 1 phonics screening	40%	82%	90%
Year 1 average phonics mark	26	33.8	31.6
On track to achieve phonics screening	10 pupils 5 pupils off track to achieve phonics threshold – all emerging in EYFS		
Reading on track for end of year	50% expected 3 pupils working just below 2 children working significantly below (SEN)		82% expected+ 23% greater depth
Writing on track for end of year	40% expected 4 children working just below		75% Expected+ 10% greater depth

	<i>Iwade Pupils eligible for PP</i>	<i>National average all children</i>	<i>All Iwade pupils</i>
	2 children working significantly below (SEN)		
Maths on track of end of year	40% expected 4 children working just below 2 children working significantly below (SEN)	79% expected+ 20% greater depth	

Year 2

	<i>Iwade Pupils eligible for PP</i>	<i>National average all children</i>	<i>All Iwade pupils</i>
Year 2 Reading expected+ (10 chn)	50%	78%	82%
Year 2 Reading: greater depth	10%	28%	29%
Reading	10 pupils 50% expected + 10 % greater depth 2 pupils working just below (1 SEN) 3 pupils working significantly below (SEN)	78% expected+ 15% greater depth	
Year 2 Writing expected standard+	50%	73%	79%
Year 2 Writing: greater depth	0%	17%	22%
Writing	40% expected 4 pupils working just below (3 SEN) 2 working significantly below (SEN)	58% expected+ 8% greater depth	
Year 2 Maths expected standard+	50%	76%	78%
Year 2 Maths: greater depth	0%	22%	17%
Maths	50% expected 3 pupils working just below (3 SEN) 2 working significantly below (SEN)	58% expected+ 5% greater depth	
Year 2 science	60%	82%	86%

Year 3

	<i>Iwade Pupils eligible for PP</i>	<i>National average all children</i>	<i>All Iwade pupils</i>
Reading on track for end of year	11 pupils 54% expected+ 27% greater depth 3 pupils working just below (1 SEN) – all passed phonics screening 2 pupils working significantly below (SEN)		81% expected+ 30% greater depth
Writing on track for end of year	45% expected 3 pupils working just below 3 pupils working significantly below (SEN)		77% expected+ 7% greater depth
Maths on track of end of year	45% expected 3 pupils working just below 3 pupils working significantly below (SEN)		84% expected+ 22% greater depth

Year 4

	<i>Iwade Pupils eligible for PP</i>	<i>National average all children</i>	<i>All Iwade pupils</i>
Reading on track for end of year	14 pupils 57% expected+ 21% greater depth 5 pupils working just below (2 SEN) 1 working significantly below (EHCP)		82% expected+ 34% greater depth
Writing on track for end of year	64% expected 3 pupils working just below (1 SEN) 2 pupils working significantly below (SEN/EHCP)		77% expected+ 4% greater depth
Maths on track of end of year	57% expected+ 14% greater depth 3 pupils working just below 3 pupils working significantly below (2 SEN/EHCP)		82% expected+ 29% greater depth

Year 5

	<i>Iwade Pupils eligible for PP</i>	<i>National average all children</i>	<i>All Iwade pupils</i>
Reading on track for end of year	14 pupils 57% expected 3 pupils working just below (1 SEN) 3 pupils working significantly below (SEN)		69% expected+ 24% greater depth
Writing on track for end of year	43% expected 4 pupils working just below 4 pupils working significantly below (SEN)		71% expected+ 8% greater depth

	<i>Iwade Pupils eligible for PP</i>	<i>National average all children</i>	<i>All Iwade pupils</i>
Maths on track of end of year	43% expected 6 pupils working just below (2 SEN) 2 pupils working significantly below (SEN)		70% expected+ 23% greater depth

Year 6

	<i>Iwade PP</i>	<i>National non PP</i>	<i>National PP</i>	<i>National all children</i>	<i>Iwade All</i>
Year 6 R/W/M combined (15 chn)	60%	71%	51%	65%	70%
Year 6 RWM combined greater depth	20%	13%	5%	11%	16%
Year 6 Reading expected standard+	67%	78%	62%	73%	77%
Year 6 Reading high score (110+)	33%	31%	17%	27%	28%
Year 6 Reading progress	-0.35	+0.32	-0.62	0.03	-0.53
Average reading scaled score	103.5	105.5	101.9	104.4	105.2
Reading on track for end of year	3 pupils – all on track for expected			79% expected+ 21% greater depth	
Year 6 Writing expected standard+	73%	83%	68%	78%	88%
Year 6 Writing greater depth	27%	24%	11%	20%	36%
Year 6 Writing progress	+0.72 (15 children)	+0.27	-0.50	0.03	+1.62
Writing on track for end of year	67% expected – 1 pupil working just below			81% expected 11% greater depth	
Year 6 GPS expected standard+	60%	83%	67%	78%	78%
Year 6 GPS high score (110+)	40%	41%	24%	36%	47%
SPAG on track for end of year	All on track for expected+ 2 working at greater depth			81% expected+ 30% greater depth	
Year 6 Maths expected standard+	67%	84%	67%	79%	83%
Year 6 Maths high score (110+)	27%	32%	16%	27%	27%
Year 6 Maths progress	-0.30 (14 children)	+0.37	-0.71	0.03	+0.48
Average Maths scaled score	104.2	106.1	102.5	105.0	106.7
Maths on track for end of year	All on track for expected			81% expected+ 12% greater depth	
Year 6 science	67%	87%	73%	83%	84%

Looked After children

Children who are looked after (in foster care) or adopted from care have a designated teacher in school whose job it is to work alongside the Local Authority the children are looked after by to set targets for each child and access additional support. Iwade had 2 looked after child in 18/19 who reached the expected standard in reading, making more progress than their peers.

Iwade: Barriers to future attainment

In-school barriers – see ‘quality of teaching’ and ‘targeted support’ sections	
i.	Poor speech and language skills – including restricted vocabulary which impacts on writing outcomes and progress and reading, as well as reducing the foundation of knowledge which all children need to have new ideas ‘stick’ to
ii.	Low levels of attainment – 23% of children work out of their year group – many have SEN barriers as 25% of children are on the SEN register
iii.	Difficulties with synthetic phonics, spelling and reading resulting from low phonics outcomes. Not all PP children have a love of reading.
iv.	Not all children have a secure foundation in maths facts and concepts, which impacts on their attainment moving up the school
v.	Spelling is an issue for some PP children, particularly those with SEN barriers
vi.	Impact of Covid: lower engagement by FSM families at home during lockdown in Spring 2020 with very few children attending school as children of key workers at this time. FSM children made greater losses in their learning as a consequence when year 6 returned in T6. All other year groups continued to learn at home.
External barriers – see ‘Other Approaches’ section	
i.	Lower attendance than non-PP peers End of year 18/19 FSM attendance 92% - PP attendance 93.9% - All chn 98% - National all chn 95.8%
ii.	Lack of home support for many children – leading to restricted reading at home, low life experiences, lack of access to wider opportunities etc.
iii.	Lateness – 25% of the children have been late on at least 8 occasions, with 8% late for more than at least 40 occasions throughout the year

Key priorities for Pupil Premium children

All children need:

1. Great teaching with a mastery curriculum which is rich in vocabulary (developing language skills) and supports deep learning and remembering knowledge
2. Embedded high quality, consistent teaching in phonics in EYFS and KS1 which continues across KS2 (school development plan priority)
3. To enjoy reading – for pleasure and throughout the curriculum subjects
4. Transition back into full school life following Covid pandemic starting in term 3 2020
5. Focus for all on writing (School development plan priority) as part of Discovery Curriculum to embed English mastery skills

Some children need:

1. Additional focus on children working just below
2. Focus on the needs of the SEN children since some of these are newly diagnosed (SEND school priority)
3. Support for families to help them engage their children and enable strong home school relationships

Carry forward for next year

1. Additional targeting for year 1 and 2 children who have missed up to 6 months of their infant education, particularly in phonics to ensure access to the full curriculum

Some children need:

1. Additional pastoral support to support their anxieties and wellbeing
2. Support for transition (between lockdowns and returning to school –moving up a year/moving school)

Quality of teaching for all

Total cost of approaches - Bobbing	£17,616.45
Total cost of approaches - Iwade	£47,224.04

1. Great teaching with a mastery curriculum which is rich in vocabulary (developing language skills) and supports deep learning and remembering knowledge

Desired outcome	Link to School Development Plan	Chosen action / approach	What is the evidence for this approach?	How is it monitored?
Staffing supports strategic focus on curriculum development across the Trust, targeted spend of the grant and keeps PP children a high focus across the Trust.	Yes Quality of Education point f	<ul style="list-style-type: none"> Developing a mastery curriculum, initially in Maths Sharing of educational research for best practice in teaching Attendance at Swale Research Hub and Pupil Premium forum throughout the year 		NFER outcomes and discussions with class teams

Impact:

Raised profile of Pupil Premium across the Trust. All teachers aware of previous attainment and progress of PP children from outcomes over time. Pupil Premium children are keen focus within curriculum design in order to make all aspects of the curriculum accessible and develop opportunities for cultural capital.

New approach is in place in all classes; pupil and parent voice is positive around engagement. High levels of interest from the chn in new homework menu and the new Discovery curriculum. Feedback at parents evenings was extremely positive from the vast majority of parents, with one parent commenting that we had given back her child's love of learning with our new approach.

T3: attendance at Kent curriculum conference resulted in local schools links to support development along with continued engagement in using evidence based practice
T3-6 CPD undertaken in supporting successful learning, challenging behaviour, exploring educational leadership, sharing power and transforming education practice, coaching and mentoring, teach to the top, classroom management, building study skills, looking globally – the future of education. EYFS – the power of play, understanding EYFS environments

Staff survey outcomes T5:

Involvement in curriculum design 18/19: 36% 19/20: **82%** - rise of 46%

CPD used to encourage and support 18/19: 60% 19/20: **87%** - rise of 27%

Curriculum broad and balanced 18/19: 55% 19/20: **91%** - rise of 36%

This objective will continue into 2020/21

Desired outcome	Link to School Development Plan	Chosen action / approach	What is the evidence for this approach?	How is it monitored?
Improved range of vocabulary for all children leads to more ambitious speaking and writing skills and children are better prepared for their future education	Yes Quality of Education point a & b	<ul style="list-style-type: none"> • Sharing of educational research around closing the vocabulary gap • Research undertaken in school for closing the gap • Purchasing resources to support teachers and their workload 	EEF: Oral Language interventions +5m Alex Quigley: Closing the vocabulary Gap Beck et al: Bringing Words to Life	Through drop in observations, NFER reading test outcomes, book monitoring with teachers and discussions with pupils
<p>Impact: T1: Attendance at Watch Your Language course across 19/20 to develop Trust wide strategies for the targeting of early language and vocabulary. Information about vocabulary shared with subject leaders to support subject development for all children. T1: projects commenced with SEN TA – sight reading/vocab building 4 children. Impact: greater understanding demonstrated by all 4 chn, all have increased comprehension and knowledge of the story – can sight read many of the new words Y5 class – launch tier 2 vocab starting at Y3 words – teach in reading time. Impact: Greater engagement by the children, chn beginning to use the vocab in their independent writing Y5/6 class – focus on vocab in AR reading time with a group of children – assess reading speed. Impact: Chn taking AR vocab quizzes and demonstrating increased understanding of the vocabulary T3: Swale Research hub: developing language through the curriculum – 4 local schools attended including 8 Timu staff. Research shared and discussed as to best practice in teaching vocab.</p> <p>This objective will continue into 2020/21</p>				
Subscriptions for teaching resources enable children to have the best resources to support their learning and reduce impact on teacher workload leaving teachers more time to focus on the highest quality teaching	Yes Leadership & Management point e Quality of Education point b	<ul style="list-style-type: none"> • Subscriptions for online teaching resources which also support children at home 	Department for Education: Teacher workload toolkit	IT monitoring of uptake of resources to achieve best value, discussions at staff meeting
<p>Impact: T3: Subscription for Spelling Shed to support spelling barrier, address teacher workload and increase pupil engagement T3: Subscription to Literacy Shed+ to support teacher workload and provide high quality writing prompts for teachers and children to target writing opportunities T2: Subscription to LetterJoin handwriting software to support teacher workload and target handwriting in order to improve the quality of writing T3: Subscription to NumBots to enable all children to use an Ed-Tech based approach to supporting mathematical understanding in EYFS/KS1 for addition/subtraction facts and number bonds Lockdown: all subscriptions used during lockdown and partial reopening to provide apps for children to use and support workload. Pupil Premium children engaged better with apps than initial packs of work put together in lockdown.</p>				

Desired outcome	Link to School Development Plan	Chosen action / approach	What is the evidence for this approach?	How is it monitored?
Learning Tickets in school enable teachers to develop their teaching practice through access to research and links with other practitioners	Yes Quality of Education point a	<ul style="list-style-type: none"> Teachers can bid for a learning ticket and use the funding to engage in CPD and research project to upskill practice and engage with other practitioners 	John Dunford – the effect of highly effective teaching on students in years of progress & NFER report on supporting attainment for PP pupils Variety of research articles used to develop research informed practice	Self evaluation by staff, impact on teaching practice through drop in observations and impact in the children’s books
<p>Impact: T3: CPD led by staff on cognitive load and retrieval practice Learning tickets 4 x £45 for 4 memberships to Chartered College of Teaching resulting in greater interest in using evidence based practice to support school development</p> <p>This objective will continue into 2020/21</p>				
Staff are upskilled in their teaching practice of foundation subjects so that children have the best possible teaching	Yes Quality of Education point a & b	<ul style="list-style-type: none"> Teachers can engage in research or attend courses to upskill their teaching practice in foundation subjects Teachers attend Subject Leads forums with other local schools to share best practice 	Evidence from teaching experience from colleagues Shared research articles	Book monitoring with subject leaders and teachers, staff discussions, impact on children’s learning as evidenced in greater retained depth of knowledge
<p>Impact: T2: CPD from Computing Lead T3: Subject leader deep dives local training – staff meeting training in Characteristics of Effective Learning. Science workshop for STEAM leaders T4: CPD in raising attainment in geography for Geography leader. Application made to join EEF project ‘Thinking, Talking, Doing Science’ (suspended due to Covid) T4 onwards: CPD undertaken in SRE, maths and PE T6: Online training in raising attainment in History Staff beginning to feel more confident in teaching foundation subjects – a schedule of training had been set out for the year, but this was then suspended due to Covid.</p> <p>This objective will continue into 2020/21</p>				
Staff are upskilled in their teaching practice in core subjects to give children the best possible teaching including maths mastery to raise the outcomes in maths at greater depth and increase key stage progress	Yes Quality of Education point d	<ul style="list-style-type: none"> Teachers can engage in research or attend courses to upskill their teaching practice in core subjects such as NCETM Maths Hub or White Rose 	EEF: Mastery Learning +5m	NFER test outcomes, phonics outcomes, SATS outcomes, book monitoring with teachers and pupil feedback

Desired outcome	Link to School Development Plan	Chosen action / approach	What is the evidence for this approach?	How is it monitored?
<p>Impact: Involvement in first phase of Maths Hub Mastery maths programme from T2. This is set to run over 3 years and involves Senior staff, one of the Curriculum Team leaders for STEAM and the Maths leader. T2: CPD for staff led by maths lead for maths mastery T3: Maths thinking variation CPD – maths mastery rolled out across the Trust from year R to year 4. Lower year groups mastery maths being used where children have gaps. Plans to run mini CPD for maths mastery at each staff meeting in T4- T4 onwards: CPD undertaken in English in Early Childhood, grammar phonics, maths, closing the word gap, teaching primary science Staff more confident in delivery of a ‘mastery’ curriculum – initially this caused some uneasiness as the approach is much slower than the previous curriculum and so teacher had concerns. However, the CPD they had plus the results from the children have encouraged teachers to develop their practice and this approach further.</p> <p>This objective will continue into 2020/21</p>				
Pupils have access to music lessons through the offer in school	Yes Quality of Education point b	<ul style="list-style-type: none"> Offer of music lessons 	EEF: Arts participation +2m	Uptake of offer and feedback from the children
<p>Impact: Low initial uptake by Pupil Premium families – greater uptake has been taken in previous years. Remains under focus to encourage children to engage in music lessons with our music specialist</p> <p>This objective will continue into 2020/21</p>				
Pupils have access to free school trips to broaden their life experience	Yes Quality of Education point b	<ul style="list-style-type: none"> All FSM children are offered free places on school trips 	Parent survey T3 18/19 evidenced that parents valued the option for children to go on school trips	Uptake of the offer, feedback from parents and children
<p>Impact: T1-3 school trips took place for Y5 to Greenwich Royal Observatory, Y2 went dry slop skiing, Y6 went to the WW2 house locally T4 planned Y4 trip Saatchi Egyptians exhibition – cancelled due to Covid Pupil voice extremely positive about engaging in trips again, linked to their Discovery learning</p> <p>This objective will continue into 2020/21</p>				
Pupils have access to free after school clubs to engage and motivate them and develop wider interests	No	<ul style="list-style-type: none"> All FSM children are offered free after school clubs in a wider range of areas 	Parental feedback evidences that this is valued by our parents	Uptake of the offer, feedback from parents and children

Desired outcome	Link to School Development Plan	Chosen action / approach	What is the evidence for this approach?	How is it monitored?
<p>Impact: Clubs ran from T1-3 with the offer for free clubs for PP children re-shared with parents. A range of clubs ran including ball games, marbles, football, Christmas & Easter craft, gymnastics, dance, cookery, dodgeball, maths, coding and handball. FSM did not take part in some clubs – such as KS2 football, gymnastics, maths and some craft clubs. This to be reviewed at School Council during 2020/21 to identify which clubs children would like to attend, and then to target their parents to raise awareness and attendance.</p> <p>This objective will continue into 2020/21</p>				

2. Embedded high quality, consistent teaching in phonics in EYFS and KS1 which continues across KS2 (school development plan priority), targeting children scoring 32-25

Desired outcome	Link to School Development Plan	Chosen action / approach	What is the evidence for this approach?	How is it monitored?
Phonics outcomes are raised each year	Yes Quality of Education point f	<ul style="list-style-type: none"> Purchase of additional phonics reading books to support early reading skills Engagement in Kingsnorth English Hub to support phonics across the Trust 	EEF: phonics +4m	Phonics assessments termly
<p>Impact: Engagement in year long project with Kingsnorth English Hub FOC to support raising standards in phonics. Initial leads training, followed by Kingsnorth conducting in-school phonics monitoring – action plan created T1: phonics training for teachers new in KS1 and lower KS2 in delivering Letters and Sounds T2: Phonics books collected in and all phased in line with Letters & Sounds – redistributed to the classes with additional books ordered including high-low books for KS2 T3: Interventions in place in KS2 for children who did not achieve phonics screening, or those who have been struggling with reading – all assessed and appropriate phonics book given alongside AR book – parents informed about the change. Phonics CPD led by phonics led for all class facing staff. Positive feedback from pupils in having a phonics decodable book.</p> <p>Progress of PP chn - Spring Bobbing Y1: 5 pupils – 1 SEND – made good gains. 4 non SEND – 2 on track to reach threshold- 2 making slow progress</p> <p>Iwade Y1: 10 pupils – 2 SEND (1 EHCP) = making slow gains. 8 non SEND – 6 on track to pass screening. 2 children making slow gains Y2: 10 pupils – 4 SEND making slow progress – struggling with retention. 6 non SEND – 5 on track to pass screening. 1 child making slow gains</p> <p>Phonics needs to remain a key focus to ensure children make secure gains, including those with SEND unless their specific barrier would slow this.</p> <p>This objective will continue into 2020/21</p>				

3. To enjoy reading – for pleasure and throughout the curriculum subjects

Desired outcome	Link to School Development Plan	Chosen action / approach	What is the evidence for this approach?	How is it monitored?
All PP children develop a love of reading for pleasure, with access to high quality reading texts	Yes Quality of Education point e	<ul style="list-style-type: none"> • Purchase of additional books to support wider reading for pleasure • Links made to Discovery topics to offer texts in these subjects • Changes made to rewards scheme to promote reading 		Feedback from children Reading records show wider range of books being read
<p>Impact: T1: AR targets changed to make them more achievable, with children then able to read for pleasure from their class library and Discovery topic books. New rewards scheme in place to support teacher workload. End of term assembly gives spotlight to celebrating reading for pleasure T2: monitoring carried out by LGB with English team to gain oversight of the impact so far. T3: Outstanding Reading for curriculum leader T4: Library closed (due to be moved into planned new build) – all books reviewed, many distributed into class libraries, as well as creating a new temporary area for topic books and additional stock which can be rotated into class T6: Reading fluency CPD Impact: children more engaged in reading for pleasure – particularly in being able to borrow topic based books.</p> <p>This objective will continue into 2020/21</p>				

4. Transition back into full school life following Covid pandemic starting in term 3 2020

Desired outcome	Link to School Development Plan	Chosen action / approach	What is the evidence for this approach?	How is it monitored?
Children settle quickly back into school life, feel safe and ready to learn	No	<ul style="list-style-type: none"> • FLO supporting vulnerable children by visiting classes to give children the opportunity to talk • Counselling was out in place for children who had struggled during lockdown • Recovery curriculum put in place which focussed on securing the learning of the current year group. This learning was put together into packs for children learning from home. 		Pupil voice Teacher feedback

Desired outcome	Link to School Development Plan	Chosen action / approach	What is the evidence for this approach?	How is it monitored?
<p>Impact: In Term 6, children of key workers and vulnerable children continued to attend – this included a number of FSM children who the Trust invited to attend. Since the children came back in groups of under 15 children per year group, this gave the FSM children attending additional support from their teachers which secured learning and built good relationships. Children learning at home with packs from school had great variations in how they accessed the learning – some PP families were supportive and their children continued to complete home learning and access the apps, but some did not engage at all. These families continued to be a focus for the FLO to contact and encourage them to either attend school or unpick barriers to learning. 3 FSM families live in areas locally which have very limited mobile signal, so the Trust DHT visited them weekly to drop of food vouchers and to continue to provide support and encourage good relationships with the school. Year 6 also returned with only 1 FSM child who did not return, despite a great deal of encouragement (his family refused).</p> <p>With the pandemic continuing, settling the children in term 1 will continue to be a priority.</p>				

5. Focus for all on writing (School development plan priority) as part of Discovery Curriculum to embed English mastery skills

Desired outcome	Link to School Development Plan	Chosen action / approach	What is the evidence for this approach?	How is it monitored?
Writing outcomes are accurately moderated and assessed. Children are able to apply consistent writing across all curriculum subjects	No Will be linked in 2020/2021	<ul style="list-style-type: none"> • Additional exemplification materials purchased to support assessment in years 1/3/4/5 since no statutory exemplification is available • Electronic dictionaries purchased to support independence and increasing vocab in writing • Attendance at local Able Writers event – 4 PP chn from year 3 & 4 from both schools • 'Free write' introduced, using writing stimulus to encourage children to write without scaffold and to enjoy the art of writing 		Free write outcomes Writing outcomes over time Pupil voice

Desired outcome	Link to School Development Plan	Chosen action / approach	What is the evidence for this approach?	How is it monitored?
<p>Impact: T1: free write introduced across the Trust with 1 termly piece, over time this demonstrated a positive impact, with SEN children in particular producing a greater flow of quantity which hasn't been seen before in their class writing, although this wasn't accurately written. It also demonstrated that the cross curricular way of teaching and opportunities for writing demonstrated a positive impact compared to the previous year, with writing of a significantly better quality and quantity. Pupil voice for free write is very positive with children saying how much they enjoy the time to just write about something they are interested in. This also provides evidence which can be taken into account for teacher assessment.</p> <p>Exemplification documents were set to be introduced in T4, but the pandemic delayed this.</p> <p>Electronic dictionaries were introduced for PP chn in Y5 in 1 class – these were successful in supporting their writing, and also as an opportunity to explore additional vocabulary.</p> <p>The Able writers event was successful, with the children enjoying the day, along with the cultural capital of the day in meeting and working with a local author.</p> <p>This objective will continue into 2020/21</p>				

Targeted Support

Total cost of approaches - Bobbing	£5,848.03
Total cost of approaches - Iwade	£14,978.55

1. Additional focus on children working just below

Desired outcome	Link to School Development Plan	Chosen action / approach	What is the evidence for this approach?	How is it monitored?
Barriers to learning are identified, children are well supported and able to accelerate their learning to move back on track to age expectations	No	<ul style="list-style-type: none"> • SENCo attends pupil progress meetings each seasonal term – she is able to identify and implement screenings to unpick any learning barriers • Teachers are focussed on the children who need to accelerate – chn are no longer removed from class to take part in interventions, but the groups learn in class with the teacher delivering the learning to these chn • This group of children are a focus for pupil progress meetings • 'mastery' curriculum supports slower, deeper learning in maths to identify and target gaps 	EEF toolkit: mastery learning +5m	Outcomes over time Progress and discussions in pupil progress meetings

Impact:

T1: transition into the new year group was more detailed and so staff were aware which children were their target group to work with. Phonics is an ongoing focus through teaching and work with Kingsnorth English Hub

T2: maths mastery trial demonstrated positive impact on PP children and this was evidenced further in the Trust rollout from years R to 4 in T3.

T3: maths gaps for children being gradually filled and secured through maths mastery.

Phonics decodable books are engaging pupils who are securing their phonics knowledge – children are encouraged to keep the book and re-read it several times rather than change it as soon as it has been read.

Gaps were beginning to close for children working just below before the pandemic struck. **This objective will continue into 2020/21**

2. Focus on the needs of the SEN children since some of these are newly diagnosed (SEND school priority)

Desired outcome	Link to School Development Plan	Chosen action / approach	What is the evidence for this approach?	How is it monitored?
SEND children have appropriate supports (such as wobble cushions, weighted cushions and interventions to support learning) so that they can make at least expected progress from their starting points	Yes Quality of Education point c	<ul style="list-style-type: none"> • Inclusion team choose appropriate resources and interventions so that barriers can be addressed • SEND consultant adds capacity to team • Interventions are stripped back so they take place in class to ensure chn do not miss their curriculum offer 	SEN code of practice 2015	SENCO, class teachers & TAs, through pupil progress meetings
<p>Impact to date: SEND consultant continues to support in school, resulting in improved response time to teacher concerns and suitable advice given T2: subscription to Communicate In Print to provide additional prompts to support SEND children when writing or accessing new vocabulary – CPD in staff meeting. External CPD for SEN TAs in phonics, ASD awareness, dyscalculia T3: SENCo involved in all pupil progress meetings to target closely PP children who are also on the SEND register – new screening tools ordered to support more rapid screenings T3-6: CPD undertaken in ASD, children who can speak but don't, promoting emotional regulation, sensory processing disorder, ADHD, Aspergers, dyslexia, working with pupils with SEN, preparing SEND children to return to school</p> <p>See overleaf for data outcomes.</p> <p>This objective will continue into 2020/21</p>				

Desired outcome	Link to School Development Plan	Chosen action / approach	What is the evidence for this approach?	How is it monitored?
<p>Progress to Spring Iwade - Reading Y1: 100% expected progress v non PP 73% expected progress Y3: 100% expected progress v non PP 60% expected 20% accelerated progress Y5: 100% expected progress v 78% expected progress</p> <p>Writing Y1: 100% expected progress v 82% expected 18% accelerated progress Y3: 100% expected progress v 100% expected progress Y5: 100% expected progress v 78% expected 11% accelerated progress</p> <p>Maths Y1: 100% expected progress v 82% expected progress Y3: 100% expected progress v 80% expected 20% accelerated progress Y5: 100% expected progress v 67% expected 11% accelerated progress</p> <p>Progress to Spring Bobbing - Reading Y1: 100% expected progress v 100% expected progress Y3: no PP SEND chn Y5: 50% expected 50% accelerated progress v 100% expected progress</p> <p>Writing Y1: 100% expected progress v 100% expected progress Y3: no PP SEND chn Y5: 100% expected progress v 100% expected progress</p> <p>Maths Y1: 100% accelerated progress v 100% accelerated progress Y3: no PP SEND chn Y5: 100% expected progress v 100% expected progress</p>				
			Y2: 75% expected 25% accelerated progress v 78% expected 22% accelerated Y4: 100% expected v 80% expected progress Y6: no PP SEND chn	
			Y2: 50% expected 50% accelerated v 78% expected 22% accelerated progress Y4: 67% expected v 80% expected progress Y6: no PP SEND chn	
			Y2: 50% expected 50% accelerated v 89% expected 11% accelerated progress Y4: 100% expected v 60% expected progress Y6: no PP SEND chn	
			Y2: no PP SEND chn Y4: no PP SEND chn Y6: no PP SEND chn	
			Y2: no PP SEND chn Y4: no PP SEND chn Y6: no PP SEND chn	
			Y2: no PP SEND chn Y4: no PP SEND chn Y6: no PP SEND chn	

3. Support for families to help them engage their children and enable strong home school relationships

Desired outcome	Link to School Development Plan	Chosen action / approach	What is the evidence for this approach?	How is it monitored?
Impact:				

Desired outcome	Link to School Development Plan	Chosen action / approach	What is the evidence for this approach?	How is it monitored?
Year R parents can access Tapestry to support parental engagement and share wider EYFS development with the schools	No	<ul style="list-style-type: none"> Donation towards Tapestry licence for the school 	EEF: parental engagement +3m	High uptake by parents and regular posts made by families, parent voice demonstrates positive feedback

Impact:

High levels of engagement with all parents, including those with FSM children. EYFS Lead encouraging FSM families to upload evidence from home to support teacher assessment. Positive feedback from families. **This objective will continue into 2020/21**

Increase FSM children attendance, decrease lateness and increase home support by using a Family Liaison Officer to work alongside families to support them by increasing their engagement with the schools	Yes – Behaviour & attitudes point b	<ul style="list-style-type: none"> FLO works with any families who have asked for support, or who the school have any concerns around the academic achievement of wellbeing of their child 	EEF: parental engagement +3m	Attendance and lateness figures, tracking by FLO, parent feedback
Decrease lateness and support working PP parents by making contributions to the cost of before and after school club attendance	No	<ul style="list-style-type: none"> Offer supported or fully paid before and/or after school club places to support parents 	Parent surveys indicate that parents value this service	
Support families in checking for eligibility for FSM	No	<ul style="list-style-type: none"> PPG funding for the local authority checker 	Schools are able to increase proportion of families accessing FSM and PPG funding for school (thus offering free trips and clubs for their children)	Office team monitor and support any new starters in school

Impact:

FLO started in T1 as a new role in the Trust. FLO joins Strategic team meeting to feed back around families of concern – particularly those with attendance and lateness concerns. A number of harder to engage families have started to be more open to approach – free school uniform offered to parents where needed, as well as purchase of school shoes and PE plimsols.

	2019/2020				2018/2019		2017/2018	
	PP attendance	All pupils attendance	PP lates	All pupils lates	PP attendance	All pupils attendance	PP attendance	All pupils attendance
Iwade	94.5%	96.3%	0.5%	0.1%	93.3%	96.7%	95.4%	96.3%
Bobbing					95.8%	97.1%	97.3%	97.2%

The FLO has had a positive impact on FSM families in particular, by offering support and wider services. **This objective will continue into 2020/21**

Families have support from the school in difficult circumstances	No	<ul style="list-style-type: none"> Funding is held for pastoral needs 	Parental feedback evidences that this is valued by our parents	FLO and Inclusion team monitor and support as required
Impact: Policy changed to allow for wider support, particularly in light of the pandemic. FSM numbers began to rise as families were impacted by the pandemic and losing jobs. Food bank vouchers given out to a number of families. This objective will continue into 2020/21				

Other Approaches

Total cost of approaches - Bobbing	£20.01
Total cost of approaches - Iwade	£750.00

Some children need:

- Additional pastoral support to support their anxieties and wellbeing
- Support for transition (between lockdowns and returning to school –moving up a year/moving school)

Desired outcome	Link to School Development Plan	Chosen action / approach	What is the evidence for this approach?	How is it monitored?
Children have access to professional services and interventions to support their wellbeing and mental health when they need it	Yes Personal Development point a	<ul style="list-style-type: none"> Wellbeing and mental health interventions, based on positive outcomes, are available in school Access to counselling and wider mental health services 		Action by the Inclusion team, shared on in-school documentation showing impact of any interventions and support
Impact: Wider services such as Early Help, CAHMS and in-school play therapy have been utilised to support children. The nature of external services can be that some are difficult to get access to quickly or to engage in all bar the most extreme cases (such as with CAHMS).				
Children have access to in-school services to support their wellbeing and mental health when they need it	Yes Personal Development point a	<ul style="list-style-type: none"> In school provided wellbeing approaches and interventions to rapidly support children 		

Desired outcome	Link to School Development Plan	Chosen action / approach	What is the evidence for this approach?	How is it monitored?
<p>Impact:</p> <p>T1: pupil wellbeing survey undertaken across the Trust – analysis highlighted key areas for focus which are being addressed first through the new PSHE curriculum. Forest school plans being developed to increase outdoor learning opportunities</p> <p>T2: Mental health conference attended</p> <p>T3: mental health first aiders trained across the Trust – used to support children in the Trust</p> <p>T3 CPD undertaken in ACES (Adverse Childhood Experiences), understanding childrens mental health, mindfulness for wellbeing, panic attacks, attachment disorder, basic counselling, simple self-soothe strategies, psychological first aid, Certificate in Education psychology, Child Psychology Diploma level 3, counselling and therapy, understanding young minds, understanding anxiety</p> <p>T5: Staff survey outcome</p> <p>Trust cares about staff wellbeing 18/19: 67% 19/20: 91% - rise of 24%</p> <p>Trust cares about pupil wellbeing 18/19: 89% 19/20: 98% - rise 9%</p> <p>T6: 1 teacher completed counselling training and working with 4 vulnerable children who have been struggling with wellbeing and engagement in school work. FLO in regular contact with vulnerable families from T4-6.</p> <p>Wellbeing and social skills interventions implemented included counselling, Drawing & Talking, Lego Therapy, ELSA (emotional literacy) which have been supportive for children.</p> <p>This objective will continue into 2020/21</p>				