



1. Summary information					
School	High Street Primary Academy				
Academic Year	2019/20	Total PP budget	£111,180	Date of most recent PP Review	October 2019
Total number of pupils	111	Number of pupils eligible for PP	88	Date for next internal review of this strategy	February 2020

2. Current attainment – Year 6 (2018)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average) i.e. other pupils</i>
achieving ARE in reading, writing and maths		
progress in reading	-2.84	1.90
progress in writing	-4.81	3.29
progress in maths	-2.55	2.26

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Pupils do not have stamina for learning and this can impact on their ability to engage in learning
B.	Pupils need to develop higher language skills. There are poor language skills from EYFS upwards.
C.	Children are not at ARE for maths, reading and writing across the school
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	High number of children have SEMH issues and this impacts on their ability to engage in learning

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils will be able to focus for increasing lengths of time and engage in their learning. This will be measure through monitoring and pupil outcomes	Target children are able to manage their behaviours and access expected learning and this will be seen in pupil progress increases

B.	That across the school pupils will be able access higher order language skills and use these in their work/ This will be measured through book trawls and increased progress measures	Pupils able to articulate what they are learning and how. To use this language in their work leading to higher levels of progress.
C.	New curriculum and focused teaching will bring pupil progress in line with national. This will be measured through testing and monitoring of pupils	Pupils outcomes will be at or above national outcomes
D.	TIS is embedded across the school and staff are confident to use these strategies in supporting the pupils. We will use Motional to measure the success of these interventions.	Lessening of dysregulation by children. Children able to engage in their learning.

5. Planned expenditure					
Academic year	2019/20				
i. Pupils do not have stamina for learning and this can impact on their ability to engage in learning					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils can engage in their learning for the expected length of time	<ul style="list-style-type: none"> Look at appropriate learning opportunities/ challenge. High quality teaching Interventions 	Pupil outcomes are not at a level that we want. We need to provide a curriculum that engages the children in their learning. We know from monitoring that pupils struggle to engage with their learning for any length of time.	There will be regular monitoring of all classes on a three weekly basis. Ensure that support staff are confident to deliver the intervention as defined by the SENCO	MF SENCO	FEB 20
Pupils are making at least expected progress	<ul style="list-style-type: none"> Challenge system meets the needs of all pupils. High quality teaching 	Monitoring has shown that if pupils are engaged in their learning they are able to focus for longer periods of time	Monitoring of the challenge system to ensure that all pupils are able to access appropriate challenge	Middle leaders/ subject coordinators	FEB 20
Total budgeted cost					£56,719
ii. Pupils need to develop higher language skills. There are poor language skills from EYFS upwards.					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
That all pupils are making at least expected progress in reading and writing	High quality language provision via RWI, cracking comprehension and guided reading. High Quality teaching. High quality interventions	Monitoring of reading and writing and outcomes from testing shows that pupils are still not accessing higher order language skills in their work.	Monitor delivery of all interventions. Track planning. Deliver interventions to accelerate those WTS pupils.	SB Middle leaders/ subject leads	FEB 20
Total budgeted cost					£30,552

iii. Children are not at ARE for maths, reading and writing across the school

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children are in line with national outcomes.	New curriculum to deliver high quality learning. Subject leaders to ensure that curriculum content is fit for purpose. Quality of teaching ensures that pupils meet their targets	National outcomes have shown that the school is not in line at present. Monitoring has demonstrated that we need to provide a curriculum that is accessible for all pupils.	Monitoring of lessons. Monitoring of teaching. Pupil progress meetings	MF/SB	Feb 20
Total budgeted cost					£8,200

iv. High number of children have SEMH issues and this impacts on their ability to engage in learning

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
We reduce the ACES for our children which enables them to be able to focus on their learning	Use motional to assess all pupils. Intervention s are linked to Motional and TIS	We have had a high number of dysregulation that impacts on pupil learning	Monitoring with Motional Lesson Obs Pupil progress meetings	MF JS	FEB20
That all staff are confident to use the TIS strategies and implement our behaviour policy	Use motional to assess all pupils. SENCO to continue to lead IS sessions with all staff	We have carried out CPD for all staff and research shows that SEMH has a impact on pupils ability to access their own learning.	Motional tracking Pupil tracking / progress meetings Lesson obs	SLT	FEB 20
Total budgeted cost					£15,710

6. Review of expenditure				
Previous Academic Year		2018/19		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children will have access to and be able to confidently use a higher level of vocabulary, which will improve their understanding across the curriculum and allow for higher quality work being produced.	CPD for all staff to develop the communication commitment. Whole class guided reading shows a clear focus on vocabulary teaching. Vocabulary displayed around school that is relevant to the learning. The school will take part in the Oracy Project.	The school has completed the Oracy project and this has been disseminated to all staff. The children have been working on the use of higher level vocab and this was evident in the work within year 6. There was evidence in other year groups but this will need to be embedded. Blank level work is now embedded. Sentence stems are displayed in all classes and on our knowledge organisers	Need to continue to have vocabulary as a key focus for our children	£72,380
Improve resilience, pupils confident to challenge themselves and have greater aspirations for the future. Develop chances for regular successes for disadvantaged pupils in order to build up their self-esteem and ability to take risks.	Visible learning implemented across the school. Implement academic resilience package in KS2 for disadvantaged pupils. CPD linked to quality first teaching. CPD for staff on supporting disadvantaged pupils and developing resilience.	The children are more able to recognise where they are in their learning and choose an appropriate level of challenge. This is new to many of the children and will need to remain a focus to develop the children's ability to discuss their learning.	Need to continue to develop the Pupils' ability to recognise themselves as learners.	£0
ii. Targeted Support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All pupils well being is monitored in school so that staff are aware of children's ability to engage with a given task. All identified	To work alongside our SENCO and outside agencies to support the children in managing their behaviours. Working with the PSA, the educational psychologist and members of the Multi Agency Support Team. Wellbeing reviews for pupils in each class to	We have implemented the TIS approach in school to look after the wellbeing of our pupils.		£25,979

pupils feel safe, secure and able to have a voice in school.	look at areas where wellbeing is poor and to develop a range of strategies. Interventions groups with staff support.			
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Parents will be more involved in the school's wider community	Staff member linked to the school education welfare officer. Collecting absent children. PSA to link with parents to ensure they attend all parents evenings. Texting parents to remind them of events and important dates in school. PSA to look at developing pupil skill sets. PSA to support parents with appointments outside of school so that they are accessing appropriate support when needed. Offer a breakfast club to ensure that children are in school, have had breakfast and have had purposeful interactions with peers and other adults.	We now visit homes of children not in school to ensure that there is no slippage for attendance. Breakfast club has proven valuable in ensuring that pupils are in school and have had a breakfast. Uptake for parent's evenings has been more positive. Due to the long term sickness of our PSA we will need to address this again. Parent classes had some take up but this was limited. We need to question to see what further support we can offer parents. Parents are more confident to come into school and interact with staff.	We will look to set our PSA on her return to work on these items that are outstanding.	£22,407
	Headteacher awards	Children are very positive about the heads awards and look forward to receiving them	This will continue to be a weekly event	£37