



1. Summary information					
<b>School</b>	The Globe Primary Academy				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£145,800	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils</b>	500	<b>Number of pupils eligible for PP</b>	103	<b>Date for next internal review of this strategy</b>	Feb 20
<b>Total number of pupils eligible for PP in EYFS</b>			7	<b>Total EYFS PP budget</b>	£9,240



1. Review of Expenditure 2019/20				
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 applicable	Lessons learned (and whether you will continue with this approach)	Cost
<p>High levels of progress in literacy, numeracy and science across the curriculum for all pupils.</p> <p>Opportunities for Writing in Foundation Subjects.</p> <p>Development of vocabulary throughout the primary curriculum a high priority.</p>	<p>Additional adults in place where needed to ensure differentiation to address need.</p> <p>Training from REAch2 Moderation work on vocabulary.</p> <p>Training through SLT.</p>	<p>On return to school, baseline data shows pupils have retained much of their previously learning (as evidenced through baseline PIRA/PUMA testing) although our rag rated system showed some gaps for some pupils.</p>	<p>Continue with progressive sequence of learning as per Maths and English policies as evidence shows the success of the strategies in place.</p> <p>Due to COVID school closure, development of the wider curriculum has not been completed. This will continue this academic year.</p>	
<ul style="list-style-type: none"> <li>• <b>Additional adults supporting in class AM</b> £24,000</li> <li>• <b>Reading Intervention</b> £4,800</li> </ul>				<p>£28,800</p>

## 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 applicable	Lessons learned (and whether you will continue with this approach)	Cost
<p>That DS pupils have individualised interventions at the time they are needed in class through first quality teaching and the live marking and feedback policy.</p> <p>This will lead to the percentage of PP Fund pupils gaining ARE by the end of the year rising to that of ALL pupils.</p>	<p>Strategies and Interventions</p> <p>Logged onto the new IT interventions log.</p>	<p>On return to school, baseline data shows pupils have retained much of their previously learning (as evidenced through baseline PIRA/PUMA testing).</p> <p>During COVID closure, Pastoral team worked closely with identified families - delivering food parcels, liaising with social care professionals, keeping contact with identified pupils, raising safeguarding concerns and supporting learning.</p>	<p>Considerable thought has gone into ensuring interventions do not take place at the same time each week so that pupils do not miss out on learning across the wider curriculum.</p>	
<ul style="list-style-type: none"> <li>• TA afternoon interventions £7,000</li> <li>• Family and Children Worker on Friday £6,600</li> <li>• IST Professional £31,000</li> <li>• Learning Mentors £54,817</li> <li>• Play Therapy £3,000</li> <li>• PIXL £3,000</li> </ul>				<p>£105,417</p>



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 applicable	Lessons learned (and whether you will continue with this approach)	Cost
Increased attendance rates.	<p>Continue the work started with the DDoE last year.</p> <p>Weekly tracking of whole school attendance data.</p> <p>Half termly tracking of small group attendance and impact of the strategies in action.</p> <p>Swift and timely action taken for those not meeting 96%</p> <p>Close partnership with parents on entry to the school, so parents aware of expectations</p>	<p>Poor attendance (17-18 All = 95% DS = 94%, 18-19 All = 95% DS = 94%, 19-20 (Sept to March only) All = 94.5%, DS = 93.6% Persistent Absence (17-18 All = 89 pupils DS = 42 pupils, 18- 19 All = 95 pupils DS = 47 pupils, 19-20 (Sept to March only) All = 122 pupils DS = 50 pupils</p>	<p>Data is not reliable as this does not reflect the full academic due to COVID school closure. Summer term attendance is usually higher than Autumn and Spring and this is not taken into account. We will continue to implement the strategies in the next academic year.</p>	



	Challenge parents and liaise with outside agencies as appropriate.			
Students eligible for PP experience a varied and engaging wider curriculum and have the resources to access it fully	Ensure relevant and engaging wider life opportunities mapped to identified needs e.g. sports activities, inclusion sports activities, educational visits and those linked to learning, language and social skills development.	Due to COVID school closure, development of the wider curriculum as not been completed. This will continue to this academic year.		
Trips £5000 11 B4 11 £2000 Forest Schools £2000 Music Lessons £2,000 Alarm Clocks £50				£11,050
<b>TOTAL COST</b>				<b>£145,267</b>



<b>Review of 2019/20 Data</b>		
<b>Spring 2020 data used due to COVID closure</b>		
	<b>% of PPG pupils at Spring 2020</b>	<b>% of overall cohort at Spring 2020</b>
<b>Early Years: Attainment</b>		
<b>% on track to achieve GLD</b>		
<b>Y1 Phonics Attainment %</b>		82% (taken in December 2020)
<b>Y2 Phonics Re-take %</b>	N/A	N.A
<b>Key Stage 1: Attainment</b>		
% on track to achieve 'expected' in reading	69%	68%
% on track to achieve 'expected' in writing	61%	66%
% on track to achieve 'expected' in maths	54%	58%
% achieving 'greater depth' in reading	0%	0%
% achieving 'greater depth' in writing	0%	0%
% achieving 'greater depth' in maths	0%	0%
<b>Key Stage 2: Attainment</b>		
% achieving 'expected' in reading	58%	75%
% achieving 'expected' in writing	64%	68%
% achieving 'expected' in maths	64%	73%
% achieving in reading, writing and maths	46%	59%
% achieving 'greater depth' in reading	0%	1%
% achieving 'greater depth' in writing	0%	0%
% achieving 'greater depth' in maths	0%	3%
% achieving 'greater depth' in reading, writing and maths	0%	0%