



## 1. Summary information

<b>School</b>	The Globe Primary Academy				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£140,070	<b>Date of most recent PP Review</b>	Feb 2021
<b>Total number of pupils</b>	454	<b>Number of pupils eligible for PP</b>	43	<b>Date for next internal review of this strategy</b>	July 2021
<b>Total number of pupils eligible for PP in EYFS</b>			4	<b>Total EYFS PP budget</b>	£5200



1. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
A.	Pupils that are eligible for PP Fund, that could be targeted to be expected/greater depth do not expected/achieve greater depth in Reading, Writing and Maths at the end of KS2.	
B.	Lack of self-esteem, social skills and behavioural understanding (especially for the HA PP children).	
C.	That many pupils eligible for PP Fund also have other needs such as SEN, EAL or are on our most vulnerable pupils list (child protection /child in need/early help) and make less progress than their peers.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
D.	<p>Early language and literacy skills, resilience and high expectations.</p> <p>Poor attendance = 2018-19 All = 95.3% DS = 94.2% 2019-20 (Sept to March only) All = 95.4%, DS = 92.5%</p> <p>Persistent Absence = 2018-19 All = 12% DS = 16% 2019-20 (Sept to March only) All = 13.5%, DS = 13.2%</p> <p>Nearly all of our pupils that are eligible for the PP Fund do not have the same level of access to wider life experiences as their peers.</p>	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved rates of progress for higher attaining pupils eligible for PP.	Pupils eligible for PP identified as higher attaining (and the higher middle attainers) from Foundation Stage make as much progress as 'other' students identified as this ability. Where they are not, SLT are putting in strategies and interventions, robustly monitored by subject leaders, SENCO and senior leaders .



<p><b>B.</b></p>	<p>Groups run by Learning Mentors will help pupils deal with emotions, develop self-esteem (often low due to home considerations) and how to make the right choices at times when their behaviour is starting to get out of hand.</p>	<p>B4L will be excellent throughout the school leading to increased learning for all children and for PP children in particular. The newly introduced Zones of Regulation will be embedded in to school life with pupils able to discuss in depth.</p>
<p><b>C.</b></p>	<p>That many pupils eligible for PP Fund also have other needs such as SEN, EAL or are on our most vulnerable pupils list (child protection or in care) and make less progress than their peers</p>	<p>In depth analysis will lead to a greater impact of interventions for pupils with more complex needs.</p>
<p><b>D.</b></p>	<p>Increased attendance rates for children eligible for PP</p> <p>All students eligible for PP experience a varied and engaging wider curriculum and have the resources to access it fully</p>	<p>Overall attendance among children eligible for PP improves to be at least in line with 'other' pupils.</p> <p>Pupils eligible for PP will experience wider life opportunities that enrich their social, emotional and personal health as well as providing them with a 'wider' knowledge and understanding that will inform their in school learning. Furthermore, all students will have the resources available to them to access the broad and balanced curriculum.</p>



<b>Academic year</b>	<b>2020-2021</b>				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation</b>
High levels of progress in literacy, numeracy and science across the curriculum for all pupils.  Opportunities for Writing in Foundation Subjects.  Development of vocabulary throughout the primary curriculum a high priority.	Additional adults in place where needed to ensure differentiation to address need.  Training from REAch2 Moderation work on vocabulary.  Training through SLT.	We want to ensure that all of our pupils feel confident in their literacy and numeracy skills and therefore can access, fully, all areas of the curriculum.  Data analysis and progress in books will show impact and evidence good progress.	Base line assessment of students' needs to ensure that the teaching is matched to their current levels of skill. Half termly assessment to measure and quality assure provision and progress to enable an evaluation, in full, leading to modifications.	Lit Lead Maths Lead	Termly
<ul style="list-style-type: none"> <li>• <b>Additional adults supporting in class AM</b> £16,351</li> <li>• <b>Reading Intervention</b> £3,200</li> <li>• <b>New books to foster a love of reading</b> £500</li> </ul>				<b>Total budgeted cost</b>	<b>£20,051</b>



**ii. Targeted support**

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?
<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>This will be based on misconceptions from the learning at the time or filling in gaps in the child's knowledge and skills.</p> <p>Gaps below the year groups will be closed and it is important the gaps within the year group for others are diminished.</p>	<p>Monitor intervention records and observe lessons.</p> <p>See more progress in books over time - through progress monitoring.</p> <p>Have half termly PPM with each year group.</p>	<p>HoS/IM</p> <p>SLT</p> <p>SLT</p>	<p>SLT Meetings x 1 weekly</p>
<ul style="list-style-type: none"> <li>• TA afternoon interventions £8,014</li> <li>• Family Mental Health Leader £10,736</li> <li>• Learning Mentors £54,153</li> <li>• Counselling Sessions £1,500</li> <li>• PIXL £3,000</li> <li>• Head of Inclusion (% related to PP numbers) £28,572</li> <li>• Inclusion Admin Assistant (% related to PP numbers) £7,044</li> </ul>				<p><b>Total budgeted cost</b></p> <p><b>£113,019</b></p>	



iii. Other approaches					
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 ?
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>Good attendance is crucial for good progress.</p> <p>School is the only safe place for some of our pupils.</p> <p>Pupil attendance percentages will improve individually, as cohorts and as a whole school.</p>	<p>Thorough briefing of Attendance Officer about existing absence issues.</p> <p>Work closely with all external agencies.</p> <p>Same day calls for all pupils.</p> <p>Personalised support and mentoring assigned to any child at risk of poor attendance.</p> <p>Attendance and progress discussed at least fortnightly with HT and attendance lead concerning DS.</p> <p>Letters about attendance sent home regularly.</p>	HOS/DHT	Weekly, fortnightly and half termly dependent on which aspect.



	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.	By giving children first-hand experiences they are able to understand and access the language across the curriculum. This will be evidenced against national data.	High quality planned trips and visitors to enhance the innovative curriculum.	All staff	Ongoing
Trips £5000 11 B4 11 £2000				<b>Total budgeted cost</b>	<b>£7000</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>		
% on track to achieve GLD		
<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	89%	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%