

Pupil Premium Strategy Statement- 2020-21

1. Summary information					
Academy	William Read Primary School and Nursery				
Academic Year	2020-21	Total PP budget	£231903.09 (+20,000 Cf. from last year)	Date of most recent PP Review	January 2020
Number on Roll	390 (409 including nursery)	Number of pupils eligible for PP	162	Date for next internal review of this strategy	Sept 2020

2. Current attainment (To be completed)			
	<i>Pupils eligible for PP at WR (non - PPG)</i>	<i>Pupils eligible for PP (2019 national average)</i>	<i>National % for non -disadvantaged</i>
Year 1 % achieving expected standard in phonics	50%(73%)-all- 63%		82%
Key Stage 1 % achieving expected standard in reading	33%(69%) -19%	62%	78%
Key Stage 1 % achieving expected standard in writing	43%(85%)-12%	55%	73%
Key Stage 1 % achieving expected standard in maths	48%(88%) - 14%	62%	79%
Key Stage 1 % achieving expected standard in reading, writing and maths	31%(67%)	50%	69%
Key stage 1 % exceeding expected standard in reading	4%(26%)-10	14%	28%
Key stage 1 % exceeding expected standard in writing	9%(30%)+2	7%	17%
Key Stage 1 % exceeding national standard in maths	9%(15%)-3	12%	24%
Key stage 2 % achieving expected standard in reading	54%(69%)-8	62%	78%
Key Stage 2 % achieving expected standard in GPS		68%	83%
Key Stage 2 % achieving expected standard in maths	43%(69%)-8	51%	84%
Key Stage 2 % achieving expected score in TA writing	39%(58%)-29	68%	83%

Key Stage 2 % achieving expected standard in reading, writing and maths	31%(50%)-20	51%	71%
Key Stage 2 % exceeding expected standard in reading	17%(7%)	17%	32%
Key Stage 2 % exceeding expected standard in GPS	7%(7%)	24%	41%
Key Stage 2 % exceeding expected standard in maths	3%(7%)	15%	31%
Key Stage 2 % exceeding expected standard in reading, writing and maths	0%(4%)	5%	13%
Key Stage 2 Progress score in writing		0.24	
Key Stage 2 Progress score in maths		0.31	
3. Barriers to future attainment			
In-school barriers		Evidence Base	
A.	In some cases, disadvantaged pupils have gaps in their learning and are not meeting age related expectations in reading, writing and maths due to curriculum sometimes not being engaging enough. In some cases, expectations are not high enough and AFL is not used rigorously enough to match to learners needs and inconsistency of quality of teaching.	LA Review - February 2020 . Internal data and statutory assessments. Quality of Teaching was judged "not good enough" at LA review. 40% lessons seen in LA review and SLT monitoring were less than GOOD.	
B.	Spoken language skills and breadth of vocabulary needs developing and this has been identified as a priority for EYFS	EYFS lead -data ...	
C.	Pupils' social, emotional and mental health needs can impact on their readiness to engage with learning and COVID-19 pandemic will have further widened this gap and will have a significant impact on our pupils that have not engaged with education since March 23rd. All pupils will need to be supported to re-gain positive learning behaviors and possible adapt to new ways of working whilst social distancing measures remain.	National statistics and WR statistics On-line engagement data ???	
D.	The curriculum is not fully embedded across the school and does not always provide enough opportunities for pupils to apply key reading, writing and maths skills to other curriculum areas and themes. Subject Leaders need to be auditing the depth and breadth of coverage for their subjects and taking responsibility for the quality of curriculum in each subject to comply with new OFSTED requirements.	LA Review -February 2020 This has been addressed by the introduction of Cornerstones and the review of Curriculum but this still needs to be further embedded as not all classes have had opportunity for Memorable Experiences and some over-reliance still on worksheets and passive learning experiences. Good practise now needs to be shared through coaching and mentoring. LA review and SL monitoring still shows that some staff are not using specific learning objectives from Programmes of Study for these subjects and so are not focussing pupils on how to apply them.	

		Subject leaders need to take more responsibility for auditing their subjects for consistency and progression in line with new OFSTED framework.
External barriers		
E.	In many cases, attendance is below national expectations- COVID-19 and the widespread partial closing of schools , alongside the removal of a parent’s statutory obligation to send their children to school will have widened this gap significantly and recovery needs to be considered within this plan , in addition to measures already in place.	Evidence to be collected.
F.	In some cases, consistency of support at home (homework completion, volume of reading at home)- consider lack of access to remote learning,structure and routines as a result of COVID-19 pandemic.	Evidence to be gathered on engagements in each class/year group and gaps identified.
G.	In some cases, access to resources, particularly ICT and also sporting and cultural life experiences - as above. Consideration to be given to virtual experiences , outdoor education and possibly providing additional access to ICT for disadvantaged pupils.	Virtual engagement - % uptake data. Monitoring of Memorable Experiences and trips pre-COVID -19 many classes were not being given opportunities for trips .

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
	<p>To ensure classroom teaching is effective to meet the needs of disadvantaged pupils so that they make progress meeting (or exceeding) age related national expectations.</p> <p>To respond rapidly with targeted teaching for pupils at risk of underachievement.</p>	<ul style="list-style-type: none"> Teachers will ensure age related objectives from the National Curriculum are delivered to pupils. Teachers will use accurate formative assessment to adapt teaching sequences (and plans) to pupil needs. Teaching assistants will support learning effectively. All staff will receive appropriate CPD to underpin these success criteria. External Maths and Teaching and Learning SLE’s Pupils will meet (or exceed) age related national expectations.
A.	<p>To develop language skills to enable pupils to engage fully with learning over time.</p> <p>To further strengthen the reading culture throughout school</p> <p>To improve phonics teaching through school and ensure that phonics teaching is good and standards at or above national for all pupils.</p>	<ul style="list-style-type: none"> A whole school approach to speech and language will be adopted – JC to lead Pupils will meet age related expectations in phonics through introduction of an agreed scheme from EYFS - Read,write Inc proposed by SL. Pupils will meet age related expectations in reading and writing through consistent approach implemented throughout the school and specific targeted interventions Talk for Writing will be embedded throughout the school and Speaking and Listening will be planned for and delivered weekly. (Staff training on TFW and quality speaking and listening) Whole class Reciprocal reading will be implemented across the school Frequency of reading and subsequent comprehension will show progress on AR scores and in relation to ARE Additional 1-1 or small group sessions post -Lockdown for disadvantaged pupils to “catch -up” Replace this with introduction of a school -based Recovery Curriculum which seeks to address the social and emotional well-being of pupils first , alongside adapting to new ways of learning whilst social distancing measures are still in place and to address the stressful experiences they have had of living through a global pandemic.
B.	<p>To ensure pupils consolidate basic skills in maths (eg times tables).</p> <p>To ensure pupils are regularly taught age related expectations in maths.</p>	<ul style="list-style-type: none"> Pupils will regularly practice targeted times tables using a range of methods including TT Rockstars Pupils will complete regular basic skills texts and results will improve.

	To ensure pupils mastery of mathematical concepts is secure	<ul style="list-style-type: none"> • Rapid Maths , Mathletics and Numicon will be used as focussed interventions ,alongside basic skills teaching carried out by CT • Breaking Barriers and Rapid Maths used to support SEND for Maths • Staff will use AET to support their planning in maths . They will use manipulatives to ensure that children are fluent and master key skills before they are extended further to apply reasoning and problem solving skills. • Further resources will be provided to enhance the current resources , including access to a scheme for staff reference to supplement Target Maths
C.	To ensure physical, behavioural, emotional and social needs are met (or mitigated) to enable pupils to learn.	<ul style="list-style-type: none"> • Recovery curriculum will be priority to ensure that pupil's emotional needs will be addressed on wider opening of schools and lessons to focus on positive attitudes to learning- LD to lead. • Revisit Zones of Regulation and further training to be sourced by LD from Ed Psych. • Revised behavior policy reflects the need for Recovery Curriculum post-COVID 19 and strengthening pupil's resilience and strategies to enable them to re-engage with learning following prolonged and significant absence. • Behaviour logs will show pupils will be able to engage with learning more frequently, due to the removal of emotional barriers and the increase of their own personal resilience. • Nurture groups will be provided for pupils at risk and Boxall Profiles will show pupils' development. • All adults will be responsible for pupils behaviour and social and emotional needs • Lunchtimes to be enhanced by OPAL and Lunchtime Club-LD/JC
D.	Pupils will complete increased amounts of work independently and take more ownership of their learning, particularly writing.	<ul style="list-style-type: none"> • Pupils will be aware of their learning targets and how to meet them through displays , feedback , target cards and focussed discussions • Learning walks will show that the classroom environment supports learning through vocabulary on display and visual aids • Examples of age- related writing will be displayed in classrooms and centrally for Star Writer awards – writing will be a whole school focus.
E.	All disadvantaged pupils will meet national expectations for attendance and punctuality.	<ul style="list-style-type: none"> • All our disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils. (96.4% /8% PA). • Attendance information shared with parents half termly • Attendance Officer to manage the attendance process • Continue to reward good attendance and target families for support with transport and incentives • Continue to employ community Attendance Ambassadors and ensure that they are having impact by sending them regularly • Breakfast club provision targets key pupils to improve standards, attendance and give them a good calm, start to the day. • Use Studybugs APP to reduce time spent on admin tasks in office and free up time for intervention work by increasing dialogue with parents.
F.	To communicate effectively the school's high expectations for home learning then incentivise, monitor, track and support engagement with this. To ensure there are regular opportunities for disadvantaged pupils to practice and consolidate basic skills at school and access to ICT based programmes.	<ul style="list-style-type: none"> • To monitor frequency of reading and homework for PPG pupils and target for Breakfast Club and lunchtime Club • Ensure engagement of staff and pupils using Google Classroom and Class Dojo • To positively reinforce when pupils have met this expectation - home learning projects and rewards for completing projects. • Where necessary, to provide in school opportunities for pupils to complete homework, basic skills practice and reading.

		<ul style="list-style-type: none"> Continue to increase ICT availability in school and after school in library and study clubs.(EPIC)
G.	<p>To ensure the curriculum is enriched with experiences, visits and visitors.</p> <p>To develop the range of cultural and sporting opportunities at academy.</p> <p>To ensure that all pupils access trips and visits.</p>	<ul style="list-style-type: none"> School monitoring will show that the pupils have had a broad and balanced curriculum through use of Cornerstones Maestro Throughout the school educational visits and visitors will enhance the curriculum. The school will continue to provide a range of music , cultural and sporting opportunities and ensure our disadvantaged pupils are accessing them. To ensure that disadvantaged pupils will access residential trips when possible

5. Planned Expenditure, Academic Year 2020-21

i. Quality of teaching for all

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>A) To ensure classroom teaching is effective to meet the needs of disadvantaged pupils so that they make progress meeting (or exceeding) age related national expectations.</p>	<p>To provide effective CPD to ensure teachers plan with age related national curriculum objectives; use accurate formative (and summative) assessment to adapt teaching to pupil needs.</p> <p>To front-load CPD delivery available time by creating additional twilight sessions for teaching staff and opportunity for staff to lead Boosters and catch up sessions.</p> <p>To create regular CPD sessions for support staff and ensure that LSA's are used effectively to support learning.</p> <p>To provide the pupils with regular opportunities to learn (and consolidate) basic skills in phonics, reading and writing.</p>	<p>In-school data shows that many disadvantaged pupils are not working at age related expectations. (attached)</p> <p>Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a academy year, these pupils gain 1.5 years' worth of learning with very effective teaching</p> <p>DfE Disadvantaged Pupils Good Practice Research Report, November 2015 identified the importance of the focus on high quality teaching.</p> <p>July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership.</p>	<p>The School Monitoring Cycle quality assures provision.</p> <p>Strong SLE's are used to support teaching staff and lead staff CPD training focussing on pedagogy and classroom techniques</p> <p>Use lesson Study techniques -</p> <p>Evaluation of CPD delivery.</p> <p>Pupil Progress meetings will identify PPG pupils specifically</p> <p>Pupils will meet (or exceed) age related expectations for attainment and progress.</p> <p>Phonics training- Autumn Term</p> <p>Read,Write ,Inc resources purchased.</p>	<p>SLE's and SLT</p> <p>Subject leaders for core subjects.</p> <p>Release teachers to work in pairs and trios to disseminate good practise and coach each other.</p> <p>NK /SW/JC/KG</p> <p>All staff access remote CPD before wider re-opening</p> <p>NK to arrange phonics training for Read.Write , INc.</p> <p>SW to organise</p>	<p>As part of the monitoring cycle.</p>

			AR training on use of diagnostic reports		
<p>B) To develop language skills to enable pupils to engage fully with learning over time.</p> <p>To strengthen the reading culture within the school.</p>	<p>To enhance and develop provision in Early Years for language development through Talk Boost programme or Colourful Semantics (intervention).</p> <p>To enhance writing through Cornerstones curriculum and suggested texts – using high quality texts during guided reading and dedicated reading weeks prior to writing.</p> <p>To use resources available regularly to develop and strengthen reading and CT to ensure these are matched to needs of pupils – Toe by Toe, Rapid Reading , Reading Eggs , Wolf Hill and LDA comprehension and ensure LSA's are effectively used to work with small groups of pupils.</p> <p>To ensure that PPG pupils not reading regularly at home read to an adult at least 3 times a week or undertake focussed reading direct teaching (HLTA, CT or LSA) or Breakfast Reading club</p> <p>To rigorously monitor the amount of additional reading that takes place each week.</p> <p>To create additional opportunities for reading to take place during the school day-ERIC time every day.</p> <p>To implement 'Accelerated Reader' to ensure that books</p>	<p>Language underpins the entire curriculum.</p> <p>Education Endowment Foundation found that disadvantaged pupils can make 5+ months progress using Accelerated Reader.(STAR data updated April 2020)</p> <p>Accelerated Reader diagnoses ranges of books appropriate for pupils, who then complete quizzes on books they have read.</p> <p>Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.</p> <p>Teachers are able to closely track the quantity of reading and analyse comprehension of texts.</p>	<p>The Monitoring Cycle quality assures provision.</p> <p>Support staff will monitor the quantity of additional reading each week. English Lead will keep an overview of this and will ensure additional opportunities take place.</p> <p>English Lead will implement 'Accelerated Reader' and ensure analytics are used regularly to support school reading culture.</p> <p>Pupils will meet (or exceed) age related expectations for attainment and progress in phonics, reading and writing.</p> <p>Staff training is given to the Writing Process and using Models.</p> <p>Assessments will be moderated regularly.</p> <p>Rewards for Reading</p> <p>Additional books purchased for individual reading.</p> <p>Books linked to Cornerstones-Premier Plus Library Package subscription</p> <p>Peer coaching in good practise -Lesson study approach to observe what is being done well</p>	<p>SLT</p> <p>EYFS Lead -JC</p> <p>Class teachers.</p> <p>Support Staff.</p> <p>Remote training accessed by all staff</p> <p>SW</p> <p>SW</p> <p>SW</p> <p>SW/JW/KG/LM</p>	<p>As part of the school monitoring cycle.</p>

	<p>are pitched appropriately and that regular comprehension quizzes take place.</p> <p>To use diagnostics in 'Accelerated Reader' to ensure pupils are reading regularly and successfully.</p> <p>To ensure assemblies (and reward systems) celebrate and reinforce the school's positive reading culture.</p> <p>To ensure reading comprehension skills are taught during whole class reading sessions - Reciprocal Reading Process</p>		<p>Peer coaching and visits to Lyons Hall to observe Whole Class Reading.</p> <p>SLT to monitor teaching of reading comprehension skills and ensure that these are planned for and follow the Reciprocal process.</p> <p>Displays reflect the reciprocal process and pupil's comprehension skills are improving as a result.</p> <p>Ensure that resources are organised to provide progression through school. Use Library Service and Myon whilst socially distancing in place and access to paper books is limited.</p>	NK/SP/SLT/SW	
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<p>To improve writing throughout the school.</p>	<p>(see writing action plan)</p> <p>To provide Talk for Writing training for all staff and follow up with coaching.</p> <p>To set up reward systems to encourage writing.</p> <p>Link to Cornerstone's exciting and engaging curriculum.</p> <p>Review marking and feedback policy</p>		<p>Re-introduce the T4W skills progression to ensure that age appropriate skills are being taught and key grammar points.</p> <p>Reviewed policy given to staff for comment. additional reading around the need for less written feedback and increased use of verbal feedback and pupil's responding to comments. Make use of social distancing to positively implement this as taking in books is not encouraged during COVID -19.</p>	<p>SW</p> <p>TM/KG</p>	

<p>C) To ensure pupils consolidate basic skills in maths (eg times tables).</p> <p>To ensure pupils are regularly taught age related expectations in maths.</p> <p>To ensure pupils mastery of mathematical concepts is developed.</p>	<p>See maths plan</p> <p>To provide the pupils with regular chances to practice age appropriate number bonds and times tables.</p> <p>To provide the pupils with regular opportunities to learn (and consolidate) basic skills in maths by giving them weekly skills tests (which cover each years key objectives) and then responding immediately to misconceptions.</p> <p>To use Mathletics as an intervention /homework activity to enhance basic maths skills.</p> <p>To train staff in the use of Rapid Maths and use to support pupils with basic skills gaps .</p> <p>1-1 tuition and Maths Booster Classes</p>	<p>Pupils need a sound understanding of number bonds and times tables to free the working memory to successfully apply more complicated maths operations.</p> <p>Daniel Willingham (Psychologist at the University of Virginia) states: <i>Automatic retrieval of basic maths facts is critical to solving complex problems because complex problems have simpler problems embedded in them.</i></p>	<p>The Monitoring Cycle quality assures provision.</p> <p>Weekly number bonds/timetables/basic skills tests will show an increased result over time.</p> <p>Maths Lead will keep an overview of number bonds/timetables/basic skills test results.</p> <p>Pupils will meet (or exceed) age related expectations for attainment and progress in maths,</p> <p>Additional member of staff to provide smaller group "sets" in Year 6 to close gaps- Rapid Maths</p> <p>Maths lead to audit manipulatives and additional Rapid Maths resources</p>	<p>SLT</p> <p>Maths Lead</p> <p>Class teachers.</p> <p>Small groups -year 3/4 Rapid Maths, phonics .</p>	<p>As part of the school monitoring cycle.</p>
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<p>H) To ensure the curriculum is enriched with experiences, visits and visitors.</p> <p>To develop and improve the range of cultural and sporting opportunities.</p> <p>To ensure that all pupils access trips and visits.</p>	<p>Teaching staff to use Cornerstones curriculum and ensure WOW experiences at beginning of topics and parent presentations at the end.</p> <p>To plan to use the local area (and visitors) to enrich learning.</p> <p>To identify any pupils showing talent for music and/or sport and provide bursaries for tuition.</p> <p>To provide Recovery Curriculum as needed to address gaps in learning as a result of missed schooling and impact on pupil's mental health.</p>	<p>It is an Ofsted requirement that:</p> <p>The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</p> <p>The impact on the mental health of pupil's cannot be ignored since COVID -19. It will be a priority for all schools and is currently evolving rapidly in response to uncertainty.</p>	<p>Curriculum evaluation.</p> <p>Monitoring of disadvantaged pupil's access to trips and activities.</p>	<p>Leadership Team/KG</p>	<p>End of year curriculum review.</p>
<p>Total budgeted cost</p>					<p>Breakfast club salaries - £6,599</p> <p>SLE's - £350 per day x2 - 20 days a year £14000</p> <p>Contribution to Epic club salaries - £3,841</p> <p>EPIC/Breakfast resources - £2,000</p> <p>Pastoral Support Staff – £29,136</p> <p>Additional intervention LSA's - £75,576</p> <p>General contribution to LSA's working to</p>

support PPG
pupils-£13,744

1-1 tuition - £1200
per term(£3,600)
-3 teachers per
term to work with
2-4 pupils .
Consider
additional £1200
for increased
number of pupils .

Rise Academy -
cover for coaching
/CPD - £4,000- 2
days a week per
term - Year 6 ,
Year 2 plus SLT
cover - 2x
mornings - per
week.

Curriculum
resources
-£13,397
(Accelerated
Reader , Reading
Eggs , Library
Package , Study
Bugs , Nessy)
Enrichment (Trip
subsidy ,
Residential and
Clubs) - £3,500
added so far .

Phonics Scheme-
Read,Write Inc-
£12000

Total :£181,393

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>D) To ensure physical, behavioural, emotional and social needs are met (or mitigated) to enable pupils to learn.</p> <p>E) Pupils will complete increased amounts of work independently and take more ownership of their learning.</p>	<p>To ensure teachers are engaging well with families to work in partnership to meet the needs of pupils.</p> <p>Teachers are fostering a climate of 'can do' attitude and are incentivising and celebrating within lessons and whole school events.</p> <p>Whole school training in Positive Behaviour Approach</p> <p>At the start of the day a teacher is there to welcome the pupils.</p> <p>Pastoral Staff are available to run sessions for pupils with social and emotional needs : Drawing and Talking Therapy , Lego therapy , Self Esteem groups and Anger Management.</p> <p>Pastoral Staff assist in referring families to FOH tier 2 support and CAVS / Little Lions.</p> <p>Nurture group will run every morning providing most vulnerable pupils with positive start to the day. (Butterfly Breakfast)</p> <p>Pupils who struggle at lunchtimes to be able to attend a lunchtime club or access other activities.</p>	<p>Maslow's hierarchy of needs shows that basic needs must be met before learning can take place.</p> <p>A child with self-regulatory skills is able to focus his attention, control his emotions and manage his thinking, behaviour and feelings.</p>	<p>Pupils are attending school and accessing learning.</p> <p>Pupils not attending school or engaging with on line learning to be contacted by class teachers weekly until wider opening to prepare them for Wider Opening and remove barriers</p> <p>Whole staff training for Recovery Curriculum and addressing pupil's social and emotional needs to be organised before September</p> <p>Epic /Lunchtime Clubs and Breakfast provision all available to support pupil's social and emotional needs</p>	<p>KG/ SLT</p> <p>Class Teachers.</p> <p>Pastoral Support Workers/PSHE lead -LD.</p> <p>LD/Ed Psych</p> <p>KG/LD</p>	<p>As part of school monitoring cycle and at leadership meetings.</p>
Total budgeted cost					Behaviour Support - £33,062

Counsellor and play therapist - £10,000

SENCO - LAC - £3249

Resources – Food and Games - £2000

Total : £48,311

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?
F) All disadvantaged pupils will meet national expectations for attendance.	<p>To monitor attendance thoroughly.</p> <p>To use Study Bugs APP to monitor attendance and provide reports and free up time for Attendance Officer to do more first day calling, intervention work and referral paperwork.</p> <p>To provide parents with RAG rated termly attendance reports.</p> <p>To send Attendance Ambassadors daily to as many families as possible.</p> <p>To offer support for families where necessary.</p> <p>Attendance Team communicate well with families and target key pupils for breakfast club and Passports.</p> <p>To extend the duration/variety of opportunities and activities at breakfast club.</p> <p>To involve the Educational Welfare Officer where necessary.</p> <p>To assist with transport and breakfast club for most vulnerable families and those significantly at risk (well below 90%).</p> <p>Continue to reward excellent attendance in assemblies, attendance parties and with termly certificates and badges at the end of the year.</p>	<p>National average for non-disadvantage attendance is 96.4% and anything below this is not acceptable.</p> <p>The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year.</p> <p>A breakfast club can provide additional structured opportunities for learning and enrichment.</p>	Pupils will meet/exceed national expectations for attendance.	Leadership team Office.	Attendance will be monitored weekly.
G) To communicate the school's high	To ensure that expectations for reading are shared with parents.	The following factors have a correlation to academic achievement	Pupils meet 3 x per week reading target at home.	Leadership Team	Reading/homework will be monitored weekly.

<p>expectations for homework and home learning then incentivise, monitor, track and support engagement with this.</p> <p>To ensure there are regular opportunities for disadvantaged pupils to practise and consolidate basic skills at school.</p>	<p>School to provide additional opportunities for pupils to complete reading/homework where necessary and to track these.</p> <p>Employ PPG LSA to target pupils for reading specifically.</p> <p>One to one tuition and staff led Boosters.</p> <p>Purchase more wolf Hill and KS1 reading books - structured scheme at KS1.</p>	<ul style="list-style-type: none"> • Reading at home • Parents who hold high expectations/aspirations for their children's academic achievement and schooling • Communication between parents and children regarding school • Parental encouragement and support for learning. <p>Source: A review of the relationship between parental involvement indicators and academic achievement (June 2018) Educational Research Review</p>	<p>Pupils unable to meet 3 x per week reading target at home, meet it in school.</p> <p>Pupils targeted to attend homework club , Mathletics Club , After-School Reading Club and this is incentivised. Parents made aware of facilities.</p>	<p>Teachers</p> <p>Support Staff</p> <p>Reading Volunteers</p>	
<p>Total budgeted cost</p>					<p>Attendance officer – mornings £7,968</p> <p>DHT – attendance and PPg planning - £3761</p> <p>Attendance Ambassadors - £3079</p> <p>Incentives and transport - £1,000</p> <p>Homework Club at lunchtime – £2664</p> <p>One to one tuition (LAC)-£1000</p> <p>Total - £19472</p>

Total Predicted spend

£249,176

