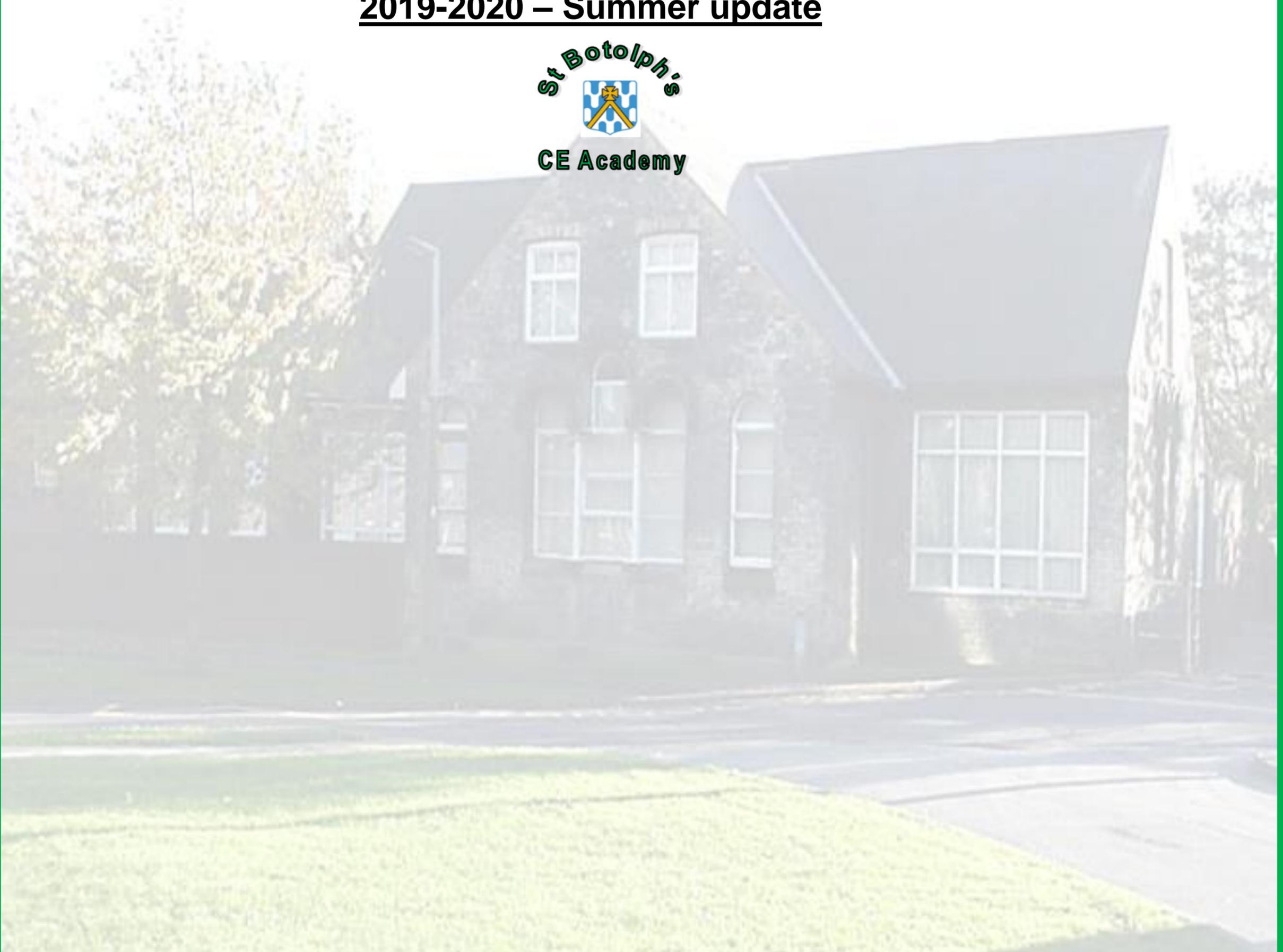


Pupil Premium Grant- Strategy Statement

2019-2020 – Summer update



St Botolph's CE Academy- PP Grant statement 2019-20

Summary Information

Number of Pupils on roll	299 (R-Y6)	Date of most recent PP Review	July 2020
Pupils eligible for PP	63	Date for next internal Review	September 2020 (new Strategy document)
Total PP Budget	£99,000		

Context of Academy

St Botolph's CE Academy are affiliated members of the Leeds Diocese and joined ENHANCE (a church based MAT) on 1st March 2018.

We occupy a relatively small site less than half a mile from the centre of Knottingley and we are a one and a half form entry academy with a nursery on site.

Most of our pupils come through our own Nursery/Lower Foundation Unit but there is a high rate of mobility. Our pupils come from a range of socio-economic backgrounds and few are from ethnic minority backgrounds with most coming from homes with English as a first language. Most live within walking distance.

Our current number on roll is 299 (335 including the pupils in nursery). On entry, pupils' language skills are below average for their age. 10% of current pupils are known to be eligible for FSM, with 22% Pupil Premium. Approximately 10% of children have special educational needs and 2% has statements for such needs.

As a church academy, we have important links with: the community, St Botolph's Church, Elim KCC church, the Methodist church. Local Clergy contribute to collective worship regularly.

Current attainment at KS2 (SATs 2018-19)

1. Current attainment at KS2 (based on Y6 SATs 2017-2018 data)		
	<i>Pupils eligible for PP (your school)</i>	Non PP pupils
% achieving in expected standard in reading, writing and maths	56%	69%
% achieving expected standard in reading	56%	81%
% achieving expected standard in writing	63%	73%
% achieving expected standard in maths	63%	77%

Planned Expenditure

PP Grant	£99,000
Total Number of Pupils on Roll (R-Y6)	297
Pupils eligible for PP	63

Overview of Proposed Spending 2019-20

For 2019-20, we will receive £99,000 and have planned to spend the funding in the following areas:

Focussed intervention groups

Speech & Language Therapist

Breakfast Club

After School Clubs

Enhancement of the wider curriculum

Attendance incentives such as half termly certificates, vouchers to spend for parents and pupils, end of year event

Opportunity for extra-curricular visits

Learning mentor intervention groups

Behaviour reward systems

Reading & Phonics intervention resources

SEND support from the SENDCo

Release time for subject leader to monitor and assess impact

DA families coffee morning/ workshop

After school cookery club- ISS catering team

Barriers to learning and attainment

In academy barriers

- Our disadvantaged pupils have multiple other barriers that hinder learning in comparison to other pupils, such as poor language skills on entry, which are well below those expected nationally and SALT difficulties.
- Our disadvantaged pupils require more pastoral support (55% of pupils supported by the learning mentors are DA pupils). Over 50% of all DA pupils require regular support.

External barriers

- The percentage of external safeguarding concerns are higher in DA pupils compared to non- DA pupils. See CPOMS reports.
- Persistent lateness (more than 6 late marks in a year) across school is around 7% – PP children contribute to 61% of this figure.
- Pupils from many disadvantaged families do not take up the opportunities for extra curricular visits or holiday clubs.

**PP Action Plan
Academic Year 2019-2020**

PP lead – Mr C Barker

Total fund allocated:
£

A	B	C	D	E	F	G
Desired Outcome	Rationale	Staff Member	Success criteria	Approach/action	Approximate Budgeted cost	Impact
To increase the proportion of DA pupils who attain in line with non DA pupils in RWM	Evidence from KS1 and KS2 assessment data shows that RWM is an area for improvement, as some DA pupils are not yet attaining in-line with non DA pupils across the academy. We aim to narrow or close the gap between these two groups.	All teaching staff SLT & DA to Monitor CB	- Data show that majority of all DA pupils attainment is in-line or better than non-DA pupils. -End of year % figure are comparable or better than 2019-2020 - Monitoring has taken place to check progress of DA pupils regularly throughout the year - PDM data is analysed and feeds into interventions, ensuring correct DA pupils are targeted for interventions, which feeds into while school monitoring cycle	-Monitor attainment of specific DA pupils identified from Summer 2 PDM data 2019 -Monitor planning, book scrutiny, teaching & learning and pupil voice throughout the year to ensure support is being provided and good progress is being made. -Monitor and analyse termly data to measure the attainment gap between DA and non-DA pupils. -Monitor and analyse data termly for specific targeted DA pupils attainment, feeding this information into regular PDM meetings -Re-evaluate intervention lists and re-assess the needs of our DA pupils regularly, reacting to data, ensuring a proactive approach to supporting their needs.	Monitoring time PDM meetings Observation cover Data analysis time Resources TA support Teacher planning /teaching marking/ support for DA pupils Total £15,000	-Summer 2 2019 data has been shared with staff in September 2020 and PP children have been identified for support during Autumn term - Monitoring and analysis of termly data has been completed for Autumn 2 and Spring 2 data and PDMs have taken place. Non-DA achieving ARE compared to non DA pupils percentages are still not in-line in all year groups across all subjects. However, there are clear improvements of DA pupils achieving ARE based on the same point in 2018 and the gap is narrowing. (see closing the gap documents) with the exception of Reading (Y2 & Y5) Writing (Y2 & Y4) Maths (Y2 & Y4) based on actual Spring 2 data. -Specific PP children in each cohort have been identified and are being tracked to ensure they reach ARE by the end of the year, however the Covid-19 closure will have an impact on this in the short term. -Interventions have taken place and analysed for Autumn and Spring term. Majority of DA pupils have made progress during intervention program evidenced in exit and entry data. Feedback has been shared with DA lead and HT. PDM meetings will lead to development of new interventions for autumn 2020, having responded to the issues of Covid-19 pandemic and will impact in the short term until school returns to a new 'normal' Below is the SPRING 2 Data

Reading	Disadvantaged and non-disadvantaged children					
	% at or above ARE				% making expected or better progress	
	Spring 2020					
	March 2020					
PP/NonPP/total	PP At least ARE	Non PP At Least ARE	PP Above ARE	Non PP Above ARE	PP Expected or Better Progress Sept 19 – Mar 20	Non PP Expected or Better Progress Sept 19 – Mar 20
Y1 (5) (36) (41)	40% (2)	17% (6)	0% (0)	0% (0)	100% (5)	89% (32)
Y2 (9) (31) (40)	22% (2)	55% (17)	0% (0)	10% (3)	67% (6)	84% (26)
Y3 (12)(28) (41)	50% (6)	46% (13)	17% (2)	7% (2)	83% (10)	89% (25)
Y4 (12)(37) (47)	40% (4)	46% (17)	8% (1)	14% (5)	67% (8)	81% (30)
Y5 (13) (32)(45)	54% (7)	63% (20)	15% (2)	19% (6)	100% (13)	97% (31)
Y6 (13) (26)(39)	69% (9)	69% (18)	23% (3)	23% (6)	100% (13)	92% (24)

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<p>To ensure that all cohorts continue to make good progress and are in line with non- DA pupils in RWM.</p>	<p>Evidence from KS1 and KS2 assessment data shows that RWM is an area for improvement, as some DA pupils are not yet progressing in-line with non DA pupils across the academy. We aim to narrow or close the gap between these two groups.</p>	<p>All teaching staff SLT & DA to Monitor CB</p>	<p>- Data show that majority of all DA pupils progress is in-line or better than non-DA pupils. -Year end % figure are comparable or better than 2019-2020 - Monitoring has taken place to check progress of DA pupils regularly throughout the year - PDM data is analysed and feed into interventions, ensuring correct DA pupils are targeted for interventions, which feeds into while school monitoring cycle</p>	<p>-Monitor progress of specific DA pupils identified from Summer 2 PDM data 2019 -Monitor planning, book scrutiny, teaching & learning and pupil voice throughout the year to ensure support is being provided and good progress is being made. -Monitor and analyse termly data to measure the progress gap between DA and non-DA pupils -Monitor and analyse data termly for specific targeted DA pupils attainment, feeding this information into regular PDM meetings -Re-evaluate intervention lists and re-assess the needs of our DA pupils regularly, reacting to data, ensuring a proactive approach to supporting their needs.</p>	<p>Monitoring time PDM meetings Observation cover Data analysis Time Resources TA support Teacher planning/ teaching/marki ng/ support for DA pupils Total £15,000</p>	<p>-Summer 2 progress data has been shared and PP children have been identified for support during Autumn term - Monitoring and analysis of termly data has been completed for Autumn 2 and Spring 2 data and PDMs have taken place. Progress data for DA pupils appears to be very positive for good or better progress compared to the previous term and Non DA pupils. There are only a few areas where progress is not as good or in-line with non-DA pupils including Year 4 (RWM) , Y2 (R), Y2 & Y3 (W). However, in most of these cases, one or two extra DA pupils making good or better progress would mean these % are in line or better with the exception of Y4 Rdg and Maths. -Specific PP children in each cohort have been identified and are being tracked by the DA leader during summer term to ensure they accelerate progress during summer term, however the Covid-19 closure will have an impact on this in the short term. -Interventions have taken place and analysed for Spring term. Pupils whose progress is slightly below or below are identified and targeted for support, including relevant interventions., however the Covid-19 closure will have an impact on this in the short term. (See above section for progress data for Spring 2)</p>																																																																																																																																																				

<p>To ensure that more DA pupils have the opportunity to access the wider curriculum in order to increase improved life chances.</p>	<p>Our aim is to encourage and support our DA pupils to make use of aspects of the wider curriculum, which can support their development in specific curriculum areas such as sport or music, as well as developing other aspects including confidence skills for life. Some of our DA pupils have very limited opportunities outside of school and the EEF toolkit suggest that +3 months can be gained from outdoor activities and other extended learning experiences.</p>	<p>CB Staff running after school clubs and wider opp events.</p>	<p>- School regularly communicates with DA parents about access to wider opportunities</p> <p>- Pupils are well supported in making choices and becoming part of extended school provisions</p> <p>-data shows that improvements are being made and attendance rates for DA pupils increase in comparison to 2019-2020 and the % rate for PA pupils decreases.</p>	<p>-Inform parents of the choice and opportunities available to their children through regular termly newsletters.</p> <p><u>Residential visits and educational visits</u></p> <p>- continue to fund residential visits for DA pupils</p> <p>- continue to subsidise educational visits (both in and out of school) to support learners within the school curriculum</p> <p><u>Sport funding</u></p> <p>-encourage DA participation in sporting after school clubs and up attendance rates</p> <p>-monitor attendance of DA pupils participating in inter and intra sporting events</p> <p>- recruit some DA pupils to be sports champions and become ambassadors for sporting activities</p> <p><u>Music opportunities</u></p> <p>-to fund peripatetic music tuition using WMDC Music Services for DA pupils wishing to take up lessons. (£64 per pupil, per term)</p> <p>-encourage DA pupils to attend musical after school clubs such as recorders, choir or acting/singing</p> <p><u>Holiday Club Elim church</u></p> <p>-encourage DA pupils to attend the church holiday club, meals are provided</p> <p><u>Holiday Cookery club</u></p> <p>-This club is aimed at DA pupils who are invited to come into school during the holidays, to learn cookery skills. This is run by our ISS catering company and managed by SBM.</p>	<p>Breakfast club</p> <p>School milk</p> <p>Residentials/Educational visits</p> <p>Music opps/instruments</p> <p>Holiday Cookery club</p> <p>Attendance officer time for analysis</p> <p>DA leader cover time</p> <p>Office admin time</p> <p>Total £12,205</p>	<p>-DA Leader informed parents of the choice and opportunities available to their children through regular newsletters.</p> <p><u>Residential visits and educational visits</u></p> <p>UKS2 Residential has taken place. 13/24 of all Y5/6 DA pupils attended (54%) 13/52 of all attending pupils were DA (25%)</p> <p>LKS2 Residential has taken place 18/29 of all Y3/4DA pupils attended (62%) 18/67 of all attending pupils were DA (27%)</p> <p><u>Educational visits</u></p> <p>Autumn Term</p> <p>Reception – Build A Bear – 7th November Year 5/6 – Cineworld – 8th Nov Year 5/6 – PGL Residential – 11th – 13th November Year 1./2 – Leeds Film @ Leeds Town Hall – 21st November Year 3/4 – Leeds Film @ The Hedrow – 21st November</p> <p>Spring Term</p> <p>Year 3/4 - PGL Residential – 27th-28th Feb Year 1/2 - Sam's Safari – March 24th (in-school) - event cancelled due to Covid-19</p> <p><u>Sport funding</u></p> <p>Sport Leader (LH) tracks attendance at sporting events over the year. Current analysis shows that numbers over the events are increasing. Autumn 1 – 6/29 pupils attending were DA (21%) Autumn 2 – 8/29 pupils attending were DA (28%) Spring term – no sporting events took place beyond Autumn term</p> <p><u>Music opportunities</u></p> <ul style="list-style-type: none"> - We have 4 pupils who have instrumental lessons but 0% are DA pupils - 7/30 pupils attend Stage School is a 23% representation of DA pupils <p>-CB leading a lunchtime recorder club. There are 20 pupils and majority of these are PP children, who are being taught instrumental lessons weekly. This will be developing non-academic skills and allowing them to explore aspects of the Arts.</p> <p><u>Holiday Club Elim church</u></p> <p>Due to staffing issues, there have not been any holidays clubs this academic year.</p> <p><u>Holiday Cookery club</u></p> <p>Covid-19 means no cookery club has been running during Easter break</p>
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<p>To increase the attendance figures for DA pupils including PA.</p>	<p>Although attendance figures have improved, our overall attendance was 94.86% and not at our target of 96%. DA persistent absence in Su2 was at 4.72% and had slowly crept up from A2 when it was at 1.03%. We therefore need to continue to address this issue until we have increased our overall attendance to 96% or above and lower our DA persistent absence rates.</p>	<p>JG / SLT CB</p>	<p>-Attendance data shows improvements over time in overall attendance rates to at least 65% for DA pupils</p> <p>-PA % figures show improvements overtime and overall decrease to less than 1.5 % of 2019-2020</p> <p>-14 pupils identified by JG attendance officer in Summer 2 2019 have been well supported to improve their individual attendance and their PA absence rates have reduced.</p>	<p><u>Focus on raising attendance figures and lower PA rates by working alongside other stakeholders such as EWO and PCSO</u></p> <p>-Continue to monitor weekly attendance and liaise with DA families/parents/carers to increase attendance rates and decrease persistent rates of our DA pupils – in conjunction with the attendance officer.</p> <p>-The academy to visit vulnerable families and tackle attendance / absence issues</p> <p>-Arrange and hold meetings with the attendance officer, EWO and families to help improve attendance of identified families or individual pupils.</p> <p>-Issue fines for families according to school policy</p>	<p>Attendance officer</p> <p>DA meetings with attendance officer and EWO</p> <p>SLA (EWO for DA)</p> <p>Office Admin (letters etc)</p> <p>Resources (stationary)</p> <p>Total £2,149</p>	<p>Autumn - Weekly monitoring of attendance figures enables us to track and tackle absence and persistent absence immediately. Attendance officer has attempted to engage with PA families to improve PA rates but engagement continues to prove difficult, hence rates are not improving as rapidly as we would like. The HT will now work with the DA Leader and Attendance Officer to organise meetings to ensure parents will attend.</p> <p>Spring – DA persistent absences have now fallen significantly since 2017-2018 (25%), to 2018-2019 (18%) and currently 2019-2020 (16%)</p> <p>There was also a 2% fall in persistent absences this year from 18% (A1) to 16% (Sp term pre-Covid 19) which demonstrates our PA rates are continuing to diminish. Year on year this figure has also continued to fall 17/18 (25%), 18/19 (18%), 19/20 (16%).</p> <p>Autumn - Overall termly attendance figure have shown that both DA and non DA figures are currently at 94%, although PA DA absence rates have not fallen compared to 2018 figure. Mobility of DA children have affected this rate significantly. The attendance officer, SLT and DA lead are aware of this and plans are in place to address this issue in spring term.</p> <p>Spring- Overall termly attendance figure have shown that non DA figures are currently at 95.35%, and DA figures are at 94.36%. PA DA rates continue to fall (see above)</p>
<p>To improve family links with DA pupils in order to raise attendance and lower PA rates.</p>	<p>It is our aim to improve the attendance rate for specific groups of DA pupils, whose attendance rates are lowering our average for DA pupils. If we can engage with those parents, we can significantly increase % figures, as well as improve the chance and outcomes for some of our more vulnerable pupils.</p>	<p>JG / SLT Safeguarding team CB</p>	<p>(see above)</p> <p>-% of DA pupils attending Breakfast Club or Walking Bus to increase compared to 2019-2020.</p>	<p><u>(see above)</u></p> <p><u>Attendance Reward systems</u></p> <p>-continue to fund the termly attendance awards for pupils and families – encouraging good attendance across the academy and continue with the termly 96+% attendance raffle</p> <p>-Presentation of certificates and prizes at end of term assembly</p> <p>-Liaise with families to take up places on our Walking Bus, to get children who have attendance issues or PA issues into school on time, eradicating the problem for the families. A coffee morning will be held in the Autumn term.</p> <p>-Liaise with families to take up places on our Breakfast Club, to get children who have attendance issues or PA issues into school on time, eradicating the problem for the families. A coffee morning will be held in the Autumn term.</p> <p>-Organise an end of year trip/event to celebrate and reward good attendance.</p>	<p>Rewards</p> <p>End of year meal</p> <p>DA leader time</p> <p>Meetings with families cover time</p> <p>Office admin time for letters etc</p> <p>Total £1,630</p>	<p>-Presentation of certificates has taken place in both autumn terms with presentation and certificate. Families attend this and can see how important attendance is. Attendance figures and information are also published regularly on school newsletters.</p> <p>In Autumn 1 69.7%/NOR pupils (297) achieved 96%+ attendance, of these 58.33% of DA pupils achieved this</p> <p>In Autumn 2 55%/NOR pupils (293) achieved 96+ attendance, of these 47.2% of DA pupils achieved this</p> <p>A1 90 pupils did not and of this 30 were DA nor 297 69.69% achieved 96%+ of the 72 DA 58.33 achieved 96%+</p> <p>A2 132 pupils did not of this 38 were DA nor 293 55.00% Achieved 96%+ of the 72 DA 47.2% achieved 96%+</p> <p>Up to Covid-19 there was an upward trend in % improvements for DA pupils, until closure. See figures below.</p> <p><i>In spring 1 75.08 % NOR pupils (297) achieved 96%+ attendance, of these 67.77% of DA pupils achieved this (+9.44% on Autumn 1)</i></p> <p><i>In spring 2 (up to 13th march) 70.5% NOR pupils (295) achieved 96+ attendance, 66.6% of DA pupils achieved this (+19.4% based on A2)</i></p> <p><i>S1 74 pupils did not and of this 29 were DA nor 297 75.08 % achieved 96%+ of the 90 DA 67.77 achieved 96%+ (+9.44%)</i></p>

						<p>S2 87 pupils did not of this 30 were DA nor 295 70.5% Achieved 96%+ of the 90 DA 66.6% achieved 96% (+19.4)</p> <p>-Two DA with persistent absences were targeted for a support meeting but both families failed to attend. EWO is aware. Follow-up planned by attendance officer.</p> <p>Walking Bus – 13/32 pupils attending WB are DA pupils = 41% 13/72 DA pupils in school attend WB = 18% (not in LFS) 13/87 DA pupils in school attend WB = 15% (inc LFS)</p> <p>Spring Figures 13/32 pupils attending WB are DA pupils = 41% 13/72 DA pupils in school attend WB = 18% (not in LFS) 13/87 DA pupils in school attend WB = 15% (inc LFS)</p> <p>There was no change in pupil numbers.</p> <p>Breakfast Club – breakfast club did not run during Covid-19</p>
To ensure that SALT interventions continue to positively impact on pupils' confidence and attitude to learning	We aim to continue to work closely with the SALT team (GM) and trained in-school staff (MG) to make a positive impact on the speech and language difficulties for some of our DA pupils. Our aim is for our DA pupils to make observable progress or indeed be discharged from the need to take part in a SALT program.	H Sh / GM / MG as SALT team teaching staff CB	-SALT pupils are well supported and making progress -Tracking shows that interventions have positive impact on pupil progress	- Liaise with SALT specialist (GM & MG) to support pupils with speech and language difficulties, using support plans and programmes -Track progress of DA pupils receiving SALT interventions for progress - SENDCo to liaise with SALT, analyse progress and revising planned support for pupils	SALT for DA pupils Academy SALT time for DA pupils (MG) SEND time with SALT DA pupils Resources Total £4,600	-All pupils (both DA and non-DA) who access interventions have made progress over their time on the SALT programme during the Autumn and Spring term. This evidence has come from a professional discussion with our external SALT Lead, Gavin Montgomery, as well as information from Michelle Green in school. -Some pupils have been given extra SALT sessions during Covid-19 if they have been present in school by taking part in 1:1 sessions with MG during June and July.
To continue to ensure that interventions evidence improvements in pupils' access to the curriculum.	In line with suggestions from the EEF Toolkit, we aim to use targeted interventions matched to the needs of specific pupils, to support our DA pupils who are not yet achieving or progressing in-line with our non-DA pupils. This information is taken from our regular PDM data meetings and regular termly assessment data.	SLT teaching staff and TAs CB	-SLT to hold regular PDM meetings with teaching staff to identify specific pupils who require interventions -Key Stage Leaders to use PDM information to facilitate appropriate planning of interventions for identified pupils. -Teaching staff to deliver regular interventions & class support and track progress of identified pupils and work towards closing the attainment gap between DA and Non DA pupils.	-Effectively plan interventions, allowing DA pupils access to the curriculum and provide extra support where it is needed. -Assess on a 6-8 week programme and analyse the impact on attainment and progress for pupils receiving interventions. - Implement monitoring cycle including checking planning, book scrutiny, teaching & learning and pupil voice.	Data analysis SATs Boosters cover Staff for other interventions Total £4,256	-PDMs based on summer data helped to identify appropriate pupils who required support throughout autumn term Interventions have taken place for all pupils, including DA pupils. -Exit data for autumn indicates that all DA children have made progress on their intervention programmes and there have been some successful rates of progress. -Spring PDMs based on Autumn data has identified pupils who may require interventions and programmes and timetables are being formulated to implement during the spring term. -Data show that progress for the majority of DA pupils is good or better and for those that aren't interventions are planned (see above) -Currently the gap between DA and non-DA is closing slowly and is being monitored closely. If accelerated progress is maintained, even more DA pupils are likely to achieve ARE by the end of the year compared to 2018-2019 figures but due to Covid-19 this will not be able to be verified.

<p>To ensure that Health and well-being interventions continue to have a positive impact to pupils' attitude to learning.</p>	<p>We have a large proportion of disadvantaged pupils who also have safeguarding concerns, including their personal health and well-being. A strong link between school and those families is important in making sure they achieve the best they can. Supporting their own health and well-being is important for our pupils to feel happy, safe and secure and we believe that intervention in this area is essential for our pupils overall progress.</p>	<p>SLT KB CB</p>	<p>-Support workers will work with pupils across school focussing on our most vulnerable DA families and pupils</p> <p>- Pupils confirm they are supported in their learning, can say how things have improved and quantify improvements to their own attitudes to learning.</p>	<p>-Continue deployment of support workers (KB and CT) and other staff who work closely with vulnerable families within our school community and support their strategic work in individual and group situations.</p> <p>-Assess how the support has supported and improved pupils attitudes and confidences with an on entry and on exit assessment of the support programme, as well as pupil voice interviews</p>	<p>Learning mentors work with DA pupils</p> <p>Total £20,000</p>	<p>-Learning mentors continue to support our most vulnerable families on a daily basis, for our DA pupils.</p> <p>-HT observation of a selection of groups working with the learning mentor indicate that the health and well being has a positive impact on their learning. They feel well supported, nurtured and able to progress after receiving the support we offer.</p> <p>-Learning Mentors also regularly support our parents in order to meet the varying needs of our families and their children.</p> <p>-Regular check-in with pupils were made during the Covid-19 pandemic. Teachers, SLT and other adults (KB & CT) telephoned children at home regularly to check-in and speak to families and children.</p> <p>-DA leader was unable to complete a pupil voice because of Covid-19</p>
<p>To provide good support for SEND (DA) pupils in order for them to access the curriculum and maintain good levels of progress.</p>	<p>Some of our SEND (DA) pupils are working below or significantly below ARE. (see S2 data) Our aim is to continually identify these pupils and help build support for them to try to at least maintain but better still accelerate progress levels for these individual pupils.</p>	<p>H Sh CB</p>	<p>- Data show that majority of our SEND DA pupils progress is in-line with DA pupils.</p> <p>-Year end % figure are comparable or better than 2019-2020</p> <p>- Monitoring has taken place to check progress of SEND DA pupils regularly throughout the year</p> <p>- PDM data is analysed and feed into interventions, ensuring correct SEND DA pupils are targeted for interventions or feeds into SMTL plans, which feeds into while school monitoring cycle</p>	<p>-Monitor attainment of specific SEND DA pupils identified from Summer 2 PDM data 2019</p> <p>-Monitor planning, book scrutiny, teaching & learning and pupil voice throughout the year to ensure support is being provided and good progress is being made.</p> <p>-Monitor and analyse termly data to measure the attainment GAP between DA and SEND DA pupils</p> <p>-Monitor and analyse data termly for specific targeted SEND DA pupils attainment, feeding this information into regular PDM meetings</p> <p>-Re-evaluate intervention lists and re-assess the needs of our SEND DA pupils regularly, reacting to data, ensuring a proactive approach to supporting their needs.</p>	<p>SEND time for DA pupils analysis</p> <p>Support for DA pupils from SEND teacher</p> <p>Resources</p> <p>SEND DA parenting course staff</p> <p>Total £9,575</p>	<p>-Data shows that SEND pupils are generally making good progress</p> <p>-PDM data highlighted SEND pupils who need further support and intervention have taken place. A full review of interventions has been done and some good progress is evident in each intervention.</p> <p>-There are 10 pupils who are DA/SEND who we monitor attainment and progress</p> <p>Autumn Data 8/10 have made good or better progress in reading (80%) 9/10 have made good or better progress in writing (90%) 7/10 have made good or better progress in maths (70%) Those DA/SEND pupils who have not made good or better progress in RWM have been identified and are being monitored by SEND Leader, DA Leader, HT and class teachers.</p> <p>Spring Data 9/10 have made good or better progress in reading (90%)(+10% increase) 8/10 have made good or better progress in writing (80%) (-10% decrease) 9/10 have made good or better progress in maths (90%) (+20% increase)</p> <p>Those DA/SEND pupils who have not made good or better progress in RWM have been identified and are being monitored by SEND Leader, DA Leader, HT and class teachers and will be targeted once it is safe to return to school due to Covid-19.</p>
<p>Total Planned Spend £ 84,415 (not taking into account- staff salary increases in September) Total Actual Spend £</p>						

