

Planning and preparation

Captain Webb Primary School's Pupil Premium Profile April 2020 to March 2021	
Total number of pupils in the school	373 not including EY's
Number of PP-eligible pupils:	113
Amount per pupil:	111 PP Children @ £1,345 each, 3 Service Children @ £310 each, 2 LAC Children @ £0 each
Total pupil premium budget:	£147,535

Evidence of school performance																																																																																																																																																										
Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:	In 2016, additional support did not help disadvantaged pupils in Year 6 to catch up and achieve the standards expected in reading and mathematics. Outcomes for disadvantaged pupils mirrored the weak achievement of other pupils at the end of Year 6.																																																																																																																																																									
Summary of school's performance data:	<table border="1"> <thead> <tr> <th colspan="16">Year 2: End Summer Term 2019</th> </tr> <tr> <th rowspan="3">Attainment</th> <th colspan="5">% Pupils achieving ARE</th> <th colspan="4">% Pupils working at GD</th> <th colspan="6">National (End KS1) Comparison 2017</th> </tr> <tr> <th rowspan="2">Com</th> <th rowspan="2">W</th> <th rowspan="2">R</th> <th rowspan="2">M</th> <th rowspan="2">GPS</th> <th rowspan="2">W</th> <th rowspan="2">R</th> <th rowspan="2">M</th> <th rowspan="2">GPS</th> <th colspan="3">ARE</th> <th colspan="3">GD</th> </tr> <tr> <th>W</th> <th>R</th> <th>M</th> <th>W</th> <th>R</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Cohort (59)</td> <td>68%</td> <td>76%</td> <td>76%</td> <td>76%</td> <td></td> <td>22%</td> <td>26%</td> <td>24%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Pupil Premium (12)</td> <td>33%</td> <td>42%</td> <td>50%</td> <td>42%</td> <td></td> <td>8%</td> <td>8%</td> <td>8%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Non-Pupil Premium (47)</td> <td>77%</td> <td>85%</td> <td>83%</td> <td>83%</td> <td></td> <td>26%</td> <td>30%</td> <td>28%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th rowspan="2">Progress (in year)</th> <th colspan="5">% Pupils Making Expected Progress</th> <th colspan="5">% Pupils Making Better Than Expected Progress</th> </tr> <tr> <th>Com</th> <th>W</th> <th>R</th> <th>M</th> <th>GPS</th> <th>W</th> <th>R</th> <th>M</th> <th>GPS</th> </tr> <tr> <td>Cohort (60)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Pupil Premium (8)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Non-Pupil Premium (52)</td> <td></td> <td>98%</td> <td>100%</td> <td>100%</td> <td>50%</td> <td>12%</td> <td>18%</td> <td>15%</td> <td>11%</td> </tr> </tbody> </table>	Year 2: End Summer Term 2019																Attainment	% Pupils achieving ARE					% Pupils working at GD				National (End KS1) Comparison 2017						Com	W	R	M	GPS	W	R	M	GPS	ARE			GD			W	R	M	W	R	M	Cohort (59)	68%	76%	76%	76%		22%	26%	24%								Pupil Premium (12)	33%	42%	50%	42%		8%	8%	8%								Non-Pupil Premium (47)	77%	85%	83%	83%		26%	30%	28%								Progress (in year)	% Pupils Making Expected Progress					% Pupils Making Better Than Expected Progress					Com	W	R	M	GPS	W	R	M	GPS	Cohort (60)											Pupil Premium (8)											Non-Pupil Premium (52)		98%	100%	100%	50%	12%	18%	15%	11%
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	Co m	W	R	M	GP S	W	R	M	GPS	Co m	W	R	M	GP S	
Cohort (49)	70%	78%	76%	78%	78%	20%	24%	22%	35%	61	76/	71/	75/	77/	
Pupil Premium (22)	50%	59%	59%	64%	59%	14%	10%	10%	19%						
Non-Pupil Premium (32)	84%	88%	86%	88%	89%	24%	33%	36%	48%						
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Cohort (44)					-										
Pupil Premium (20)					-										
Non-Pupil Premium (24)					-										

School's pupil premium statement (pupil premium strategy statement from 2019-20):

- The PPG will enable the school to :
- Increase the level of Pastoral Support provided by the school enabling the school to provide support in a variety of ways to the most vulnerable children and their families.
 - Improve the progress rates for PP children particularly in maths
 - Support pupils at break times, lunchtimes and after school clubs.
 - Provide enhanced support for a small group of PP pupils who find it difficult to access the curriculum.
 - To subsidise the cost to pupils in receipt of PPG for attendance at breakfast club. Ensuring that they have a good breakfast and attend school on time on a daily basis.
 - To subsidise educational visits to provide real contexts for learning and widen experiences.
 - Provide additional support time in class to enable teachers and Teaching Assistants to work with groups of children who are under-achieving or to improve attainment, particularly in Literacy & Maths.

Pupil premium strategy statement

1. Summary information					
School	Captain Webb Primary School				
Academic Year	2020/21	Total PP budget	£147,535	Date of most recent PP Review	Oct 17
Total number of pupils	373	Number of pupils eligible for PP	113	Date for next PP Strategy Review	

2. Current attainment		
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (NA)</i>
% achieving expected in reading, writing & maths (or equivalent)		84%
% making expected levels of progress in reading (or equivalent)		
% making expected levels of progress in writing (or equivalent)		
% making expected levels of progress in maths (or equivalent)		
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Social and Emotional issues	
B.	Speech and Language –	
C.	CP concerns -	
D.	Behaviour for Learning-	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
E.	Attendance –	

4. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	To ensure outcomes for all PPP's are in line with Non PPP's nationally in mathematics	The percentage of PPP's attaining ARE and greater depths at the end of KS1 and 2 is in line with national outcomes of Non PPP's
B.	To ensure children with S and E difficulties receive timely and appropriate support and interventions to limit impact on educational outcomes	Children make consistently good progress as a result of the support they receive
C.	To improve the language skills of identified PP skills to ensure appropriate understanding and vocabulary - Particular focus in Early Years	The percentage of PPP's attaining a good level of development is in line with national outcomes of Non PPP's
D.	To ensure PPP's remain on track or make accelerated progress to become on track to achieve age expected outcomes	The percentage of PPP's attaining ARE and greater depths at the end of KS1 and 2 is in line with national outcomes of Non PPP's in mathematics
E.	To improve attendance of all PPP's	That the attendance of every PPP is at or above 96%

5. Planned Expenditure

Academic year

2020/21

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

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>To ensure outcomes for all PPP's are in line with Non PPP's nationally in mathematics (Linked to Outcome A)</p>	<p>Introduction of Scaled Scored tests assessment tests for PP's to ensure even closer monitoring of the progress being made by the PP's</p>	<p>PP children (particularly SEN PP's aren't making enough progress in mathematics. Although we monitor progress carefully between KS1 and KS2 this is not precise enough as only monitors ARE to ARE or ARE + to ARE +</p>	<p>Through the monitoring of the quality of teaching and learning</p> <p>Data is suggesting that PPP's are on track to attain in line with national outcomes all pupils</p>	<p>SP/NW</p>	<p>When tests are administered which is twice a year</p>
<p>To ensure outcomes for all PPP's are in line with Non PPP's nationally in Mathematics (Linked to Outcome A)</p>	<p>CPD for all Teachers and TAs focusing on improving subject knowledge and questioning, to improve the delivery of small group work and interventions for children with SEN and PP. The training will be focused on supporting children with SEN</p>	<p>Observations of the quality of teaching and learning throughout school demonstrate that TA's need further support to develop subject knowledge and questioning skills to ensure they have the ability to ensure pupils are making sustained and rapid progress when working with the TA's</p>	<p>Monitoring of group work through lesson observations and book scrutinies Pupil voice</p> <p>Implementation of Performance Management targets linked to the quality of teaching and learning delivered by teachers to children with SEN</p>	<p>SP/NW</p>	<p>Once CPD is delivered monitoring for impact will follow Teachers will receive feedback offering points for development – See school development plan and planner for details`</p>

<p>To ensure outcomes for all PPP's are in line with Non PPP's nationally in Reading, Writing and Mathematics (Linked to Outcome A)</p>	<p>Continue with the employment of an increased number of TA's to release teachers to carry out focused interventions for children PPP's in Maths Increased number of TA's to carry out interventions to develop the reading skills of the bottom 20% of achieving children</p>	<p>Data is suggesting that the identified pupils need to make rapid and sustained progress to ensure that they are on track to achieve at least age expected outcomes. Research suggests that progress is more rapid when the interventions are carried out by qualified teachers and focused around pre tutoring rather than catch up strategies</p>	<p>Monitoring of interventions being undertaken by H/T Book scrutiny Data analysis Data is suggesting that PPP's are on track to attain in line with national outcomes for Non PPP's</p>	<p>SP/NW</p>	<p>Monitoring for impact occurs every half term through data analysis Half termly lesson observations Weekly book scrutinies</p>
<p>To ensure outcomes for all PPP's are in line with Non PPP's nationally in Readings. (Linked to Outcome A)</p>	<p>The introduction of a new reading incentive that includes 6 x yearly rewards for all pupils that complete this challenge. All PPP's are to complete the challenge as they will be supported in school.</p>	<p>Reading records are showing that PPP's are reading less regularly at home when compared to Non PPPs Data is showing that PPP's are more likely to have a reading age below that of their chronological age</p>	<p>Reading ages will be monitored every 6 weeks to ensure rapid progress is occurring due to the intervention Reading records to be monitored every 3 weeks to ensure interventions are occurring as described</p>	<p>SP/NM</p>	<p>Monitored daily by Teachers Monitored weekly by SLT through the checking of reading incentive charts</p>

<p>To ensure outcomes for all PPP's are in line with Non PPP's nationally in Mathematics (Linked to Outcome A)</p>	<p>The purchase of more computers to allow a greater number of children to access computer programs that improve their mathematical fluency</p>	<p>Lesson observations and exam analysis demonstrate that children need to improve their fluency skills in order to be able to solve mathematical problems quickly and confidently Children respond well to the use of technology</p>	<p>All children are given Fluency targets half termly. The children's knowledge of these are assessed and recorded every half term</p> <p>The use of TT Rock stars by all PP children daily – Progress is monitored by the computer program</p>		<p>Half termly assessments of Fluency targets</p> <p>SLT to monitor the use of TT Rock stars by PP children weekly</p>
Total budgeted cost					£41,800

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>To ensure children with S and E difficulties receive timely and appropriate support and interventions to limit impact on educational outcomes (Linked to outcome B)</p>	<p>Continue with the employment of an additional member of staff to support the Pastoral manager to carry out interventions to support identified pupils</p>	<p>36% of PPP's have been identified as having Social and Emotional issues which are a barrier to learning</p> <p>Research suggests that impact of this strategy is high for moderate cost</p>	<p>HT to monitor the quality of interventions</p> <p>Monitor the outcomes of interventions through teacher and pupil voice</p>	<p>DJ</p>	<p>Monitor half termly through pupil voice Half termly data analysis</p>

<p>To ensure children with S and E difficulties receive timely and appropriate support and interventions to limit impact on educational outcomes (Linked to outcome B)</p>	<p>Continue with the employment of a councillor to support PPP's to ensure that they are emotionally able to learn</p>	<p>36% of PPP's have been identified as having Social and Emotional issues which are a barrier to learning.</p>	<p>Headteacher to monitor the progress of pupils who receive support from the councillor on addressing their Social and Emotional needs as well as educational progress</p>	<p>AF and SP</p>	<p>Monitor half termly through pupil voice Data analysis half termly Weekly book scrutinies</p>
<p>To improve the confidence, self-esteem and resilience of PPP's through outdoor activities (Linked to outcome B)</p>	<p>All PPP's in year 3, 4, 5 and 6 to participate in Arthog Outreach activities.</p>	<p>36% of PPP's have been identified as having Social and Emotional issues which are a barrier to learning. Children report following this type of activity they feel higher rates of confidence and self-belief</p>	<p>Pupil voice questionnaires to ascertain improvements in confidence levels</p>	<p>SP</p>	<p>Pupil voice after children have attended</p>
<p>To improve the language skills of identified PP skills to ensure appropriate understanding and vocabulary - Particular focus in Early Years (Linked to outcome C)</p>	<p>The introduction of language based interventions to support the development of pupils language skills and comprehension skills</p>	<p>37% of PPP's have identified Speech and Language issues related to either limited vocabulary or poor comprehension</p> <p>Research suggests that impact of this strategy is high for moderate cost</p>	<p>Literacy Co-ordinator to monitor the quality of interventions.</p> <p>Monitor the outcomes of interventions through teacher and pupil voice.</p>	<p>SP/NM</p>	<p>Half termly through observations</p>
<p>To ensure PP's remain on track or make accelerated progress to become on track to achieve age expected outcomes in Reading and Maths (Linked to Outcome A)</p>	<p>The use of TA's to undertake timely and precise interventions to narrow the current attainment gap between PPP's and Non PP's in Maths and Reading</p>	<p>Data shows that we need to narrow the gap between the attainment of PPP's and Non PPP's in maths and reading</p>	<p>Literacy, Numeracy and SENCO to monitor the quality of the interventions Data to be used to assess the impact of the interventions being undertaken</p>	<p>SP/NM/N W</p>	<p>Lesson observations half termly Learning walks fortnightly</p>

					Total budgeted cost	£82,900															
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?																
To improve attendance of all PPP's (Linked to outcome E)	<p>Free breakfast club place for all PPP's</p> <p>Pastoral support manager to monitor attendance of PPP's and create action plans for all pupils below 95%</p> <p>A contribution to the cost of EWO working for school to monitor attendance of PPP's</p>	36% of PPP's attendance is below 95%	<p>Monitor attendance levels weekly</p> <p>Monitor attendance at breakfast club</p>	SP/JD/DJ	Weekly through the tracking of attendance																
To ensure outcomes for all PPP's are in line with Non PPP's nationally in writing (Linked to Outcome A)	All PPP's children to attend educational visits to ensure they are writing from real life experiences	Data shows that we need to narrow the gap between the attainment of PPP's and Non PPP's in writing.	<p>Monitoring of writing through book scrutinies and lesson observations</p> <p>Data analysis</p>	SP/NM	<table border="1"> <thead> <tr> <th>Year 6</th> <th>PPPs</th> <th>Non PPP's</th> </tr> </thead> <tbody> <tr> <td>16/17</td> <td>45%</td> <td>55%</td> </tr> <tr> <td>Maths 17/18</td> <td>46%</td> <td>82%</td> </tr> <tr> <td>Maths 18/19</td> <td>62%</td> <td>89%</td> </tr> <tr> <td>Maths 19/20</td> <td>34%</td> <td>66%</td> </tr> </tbody> </table>		Year 6	PPPs	Non PPP's	16/17	45%	55%	Maths 17/18	46%	82%	Maths 18/19	62%	89%	Maths 19/20	34%	66%
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6. Review of expenditure																				
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To ensure outcomes for all PPP's are in line with Non PPP's nationally in mathematics (Linked to Outcome A)	CPD for all teaching staff focused on improving the quality of T&L particularly in Maths. This will include the use of external advisors. The delivery of CPD (both internal and external) focusing on Problem solving, Fractions and use of Manipulatives Focus on improving children's vocabulary and the ability to justify in maths	Observations of the quality of teaching and learning throughout school show that maths teaching is weaker than English. Data is also reflecting this across school	Through the monitoring of the quality of teaching and learning and assessing the impact of the CPD through monitoring and evaluation	SP/NW	<p>All maths observations and book scrutinies suggest that the quality of teaching and learning is always judged as good and increasing outstanding (Evidence CM monitoring folders)</p> <table border="1"> <thead> <tr> <th>Year 6</th> <th>PPPs</th> <th>Non PPP's</th> </tr> </thead> <tbody> <tr> <td>Maths 16/17</td> <td>45%</td> <td>55%</td> </tr> <tr> <td>Maths 17/18</td> <td>46%</td> <td>82%</td> </tr> <tr> <td>Maths 18/19</td> <td>62%</td> <td>89%</td> </tr> <tr> <td>Maths 19/20</td> <td>34%</td> <td>66%</td> </tr> </tbody> </table>	Year 6	PPPs	Non PPP's	Maths 16/17	45%	55%	Maths 17/18	46%	82%	Maths 18/19	62%	89%	Maths 19/20	34%	66%
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<p>To ensure outcomes for all PPP's are in line with Non PPP's nationally in Readings. (Linked to Outcome A)</p>	<p>The introduction of a new reading incentive</p>	<p>Reading records are showing that PPP's are reading less regularly at home when compared to Non PPPs Data is showing that PPP's are more likely to have a reading age below that of their chronological age</p>	<p>Reading ages will be monitored every 6 weeks to ensure rapid progress is occurring due to the intervention Reading records to be monitored every 3 weeks to ensure interventions are occurring as described</p>	<p>SP/NM</p>	<table border="1"> <tr> <td>Year 6</td> <td>PPPs</td> <td>Non PPP's</td> </tr> <tr> <td>Reading 16/17</td> <td>50%</td> <td>82%</td> </tr> <tr> <td>Reading 17/18</td> <td>64%</td> <td>82%</td> </tr> <tr> <td>Reading 18/19</td> <td>57%</td> <td>89%</td> </tr> <tr> <td>Reading 19/20</td> <td>34%</td> <td>67%</td> </tr> </table>	Year 6	PPPs	Non PPP's	Reading 16/17	50%	82%	Reading 17/18	64%	82%	Reading 18/19	57%	89%	Reading 19/20	34%	67%
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Total budgeted cost																				
£78,550																				

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	Review of implementation
<p>To ensure children with S and E difficulties receive timely and appropriate support and interventions to limit impact on educational</p>	<p>The employment of an additional member of staff to support the Pastoral manager to carry out interventions to support identified pupils</p>	<p>36% of PPP's have been identified as having Social and Emotional issues which are a barrier to learning</p> <p>Research suggests that impact of this strategy is high for moderate cost</p>	<p>HT to monitor the quality of interventions</p> <p>Monitor the outcomes of interventions through teacher and pupil voice</p>	<p>DJ</p>	<p>Additional member of staff employed all PPP's have direct contact with this member of staff when required</p> <p>Attendance has improved due to the additional support being received by this member of staff due to the interventions being</p>

outcomes (Linked to outcome B)					carried out by this member of staff
To ensure children with S and E difficulties receive timely and appropriate support and interventions to limit impact on educational outcomes (Linked to outcome B)	The employment of a councillor to support PPP's to ensure that they are emotionally able to learn	36% of PPP's have been identified as having Social and Emotional issues which are a barrier to learning.	Headteacher to monitor the progress of pupils who receive support from the councillor on addressing their Social and Emotional needs as well as educational progress	AF and SP	Councillor employed weekly. Children report to feel happier and calmer due to the interventions being carried out – <i>Beneficial but only to those children being supported which is limited due to time restrictions</i>
To improve the confidence, self-esteem and resilience of PPP's through outdoor activities (Linked to outcome B)	All PPP's in year 3 and 4 to participate in Arthog Outreach activities. Year 6 to visit France for residential Year 4 to visit Arthog residential	36% of PPP's have been identified as having Social and Emotional issues which are a barrier to learning. Children report following this type of activity they feel higher rates of confidence and self-belief	Pupil voice questionnaires to ascertain improvements in confidence levels	SP	Didn't happen due to COVID
To improve the language skills of identified PP skills to ensure appropriate understanding and vocabulary - Particular focus in Early Years (Linked to outcome C)	The introduction of language based interventions to support the development of pupils language skills and comprehension skills	37% of PPP's have identified Speech and Language issues related to either limited vocabulary or poor comprehension Research suggests that impact of this strategy is high for moderate cost	Literacy Co-ordinator to monitor the quality of interventions. Monitor the outcomes of interventions through teacher and pupil voice.	SP/NM	Further analysis of the impact of interventions need to occur due to the impact of COVID 19

To improve the language skills of identified PP skills to ensure appropriate understanding and vocabulary - Particular focus in Early Years (Linked to outcome C)	Training of TA's in ELKLAN-Speech and Language program for Speech and Language	37% of PPP's have identified Speech and Language issues related to either limited vocabulary or poor comprehension Research suggests that impact of this strategy is high for moderate cost.	Literacy Co-ordinator and Foundation stage Co-ordinator to monitor the quality of language interventions. Children's progress to be monitored through the assessment of language skills as outlined by Mary Sheridan – Language development expert	SS/NM	At least half termly Impact still being fully monitored due to COVID 19
To ensure PPP's remain on track or make accelerated progress to become on track to achieve age expected outcomes in Reading (Linked to Outcome A)	The use of TA's to undertake timely and precise interventions to narrow the current attainment gap between PPP's and Non PPP's especially in Maths	Data shows that we need to narrow the gap between the attainment of PPP's and Non PPP's in maths	Literacy, Numeracy and SENCO to monitor the quality of the interventions Data to be used to assess the impact of the interventions being undertaken.	SP/NM/N W	Evidence see data book and PPP intervention folder Also
Total budgeted cost					£62,350
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	Review of implementation
To improve attendance of all PPP's (Linked to outcome E)	Free breakfast club place for all PPP's Pastoral support manager to monitor attendance of PPP's and create action	36% of PPP's attendance is below 95%	Monitor attendance levels weekly Monitor attendance at breakfast club	SP/JD/ DJ	Free breakfast club place is offered to all PPP's which has resulted in improved attendance.

	<p>plans for all pupils below 95%</p> <p>A contribution to the cost of EWO working for school to monitor attendance of PPP's</p>				<table border="1"> <thead> <tr> <th></th> <th>PPP's</th> <th>Non PPP's</th> </tr> </thead> <tbody> <tr> <td>Attendance 16/17</td> <td>95.06</td> <td>95.96</td> </tr> <tr> <td>Attendance 17/18</td> <td>94.97</td> <td>96.37</td> </tr> <tr> <td>Attendance 18/19</td> <td>95.12</td> <td>96.17</td> </tr> <tr> <td>Attendance 19/20</td> <td>94.96</td> <td>96.86</td> </tr> </tbody> </table>		PPP's	Non PPP's	Attendance 16/17	95.06	95.96	Attendance 17/18	94.97	96.37	Attendance 18/19	95.12	96.17	Attendance 19/20	94.96	96.86
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<p>To ensure outcomes for all PPP's are in line with Non PPP's nationally in writing (Linked to Outcome A)</p>	<p>All PPP's children to attend educational visits to ensure they are writing from real life experiences</p>	<p>Data shows that we need to narrow the gap between the attainment of PPP's and Non PPP's in writing.</p>	<p>Monitoring of writing through book scrutinies and lesson observations Data analysis</p>	<p>SP/NM</p>	<table border="1"> <thead> <tr> <th>Year 6</th> <th>PPPs</th> <th>Non PPP's</th> </tr> </thead> <tbody> <tr> <td>16/17</td> <td>45%</td> <td>55%</td> </tr> <tr> <td>Maths 17/18</td> <td>46%</td> <td>82%</td> </tr> <tr> <td>Maths 18/19</td> <td>62%</td> <td>89%</td> </tr> <tr> <td>Maths19/20</td> <td>34%</td> <td>66%</td> </tr> </tbody> </table>	Year 6	PPPs	Non PPP's	16/17	45%	55%	Maths 17/18	46%	82%	Maths 18/19	62%	89%	Maths19/20	34%	66%
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Total budgeted cost					£25,100															

iv - Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

School visit

Captain Webb Primary School visit [insert date]	
<p>Summary of school's existing areas of focus and approaches</p>	<p>Area one:</p> <p><i>Focus: e.g. Improving reading levels</i></p> <p><i>Strategies: Reading comprehension and peer tutoring</i></p> <p><i>Success criteria: Gap in expected level in reading, between disadvantaged pupils and others reduced by 6-9 percentage points</i></p> <p>Area two: Focus:</p> <p><i>Strategies: Success criteria:</i></p>
<p>Summary of how effectively school uses evidence to identify effective approaches</p>	<p>Area one:</p> <p><i>E.g. Evidence from the EEF toolkit shows that both these strategies are effective relative to their costs – particularly for upper primary children.</i></p>
<p>Names of key people to speak to and outline itinerary</p>	

Area (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for development
<p>Pupil characteristics</p> <ul style="list-style-type: none"> • Interview with pupil premium co-ordinator (PPCo) or member of staff with PP responsibility • Published data 	<p>What is the overall number and proportion of pupil premium eligible pupils within the whole school population?</p> <p>What is the two/three year pattern in eligibility for pupil premium?</p> <p>How well does the school know the eligibility data and patterns?</p>		
<p>Achievement</p> <ul style="list-style-type: none"> • Interview with PPCo • Published data • Current progress data • Lesson observation and work scrutiny 	<p>How well does the school make use of evidence including the EEF toolkit?</p> <p>Do evidence-based systems for evaluation of impact exist?</p> <p>What is the progress of disadvantaged pupils relative to their starting points?</p> <p>How quickly are attainment gaps for disadvantaged pupils closing compared to the national average?</p> <p>What story does the current data tell?</p>		
Area (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for development

<p>Leadership & Management</p> <ul style="list-style-type: none"> • Interview with Head Teacher (HT) and Chair of Governors (CoG) • Interview with PPCo • Scrutiny of pupil premium policy documents • Scrutiny of SEF • Most recent Ofsted report • Published and current data 	<p>How well does the school make use of evidence including the EEF toolkit?</p> <p>Do evidence-based systems for evaluation of impact exist?</p> <p>How effectively does the school identify priorities for pupil premium funding?</p> <p>How well matched are the school's strategies with the perceived barriers to learning for disadvantaged pupils?</p> <p>How ambitious are the targets for disadvantaged pupils?</p> <p>How does the school divide its use of funding between activities which have a clear and direct impact on pupil progress and those which focused on providing wider opportunities or meeting social/emotional needs?</p> <p>How effective are the strategies used and how does the school evaluate them?</p>		
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Area (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for development
<p>Teaching</p> <ul style="list-style-type: none"> • Lesson observation/ learning walks, to include work scrutiny and discussion with teachers • Observation of out of class interventions • Current progress data 	<p>How well do class teachers plan for disadvantaged pupils within lessons and for targeted interventions?</p> <p>How effective are teaching assistants in implementing strategies and raising attainment and progress of disadvantaged pupils?</p> <p>Are parents/carers and multi professionals involved in these discussions?</p> <p>How well does the school plan for and achieve quality first teaching for disadvantaged pupils?</p> <p>Where out of lesson interventions take place, how does the school evaluate impact?</p>		
<p>Behaviour & safety</p> <ul style="list-style-type: none"> • Learning walk and discussion with PPCo • Scrutiny of behaviour records 	<p>How well is the school using Pupil Premium funding to support pupils to develop positive attitudes to learning and a thirst for knowledge across all learning contexts?</p> <p>Where support is focused on wider issues in pupils' and their families' lives and / or to widen opportunity, is there evidence that this support is improving engagement and contributing to closing performance gaps?</p>		

<p>Evaluation of impact, drafting action plan and next steps</p> <ul style="list-style-type: none"> • Discussion with HT/ CoG/PPCo 	<p>How well is pupil premium funding used to:</p> <p>Ensure quality first teaching and above expected progress?</p> <p>Support effective interventions? Widen opportunity?</p> <p>What support can the reviewer offer for action planning and ongoing monitoring of the plan?</p>		
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Action plan (1 of 2)

Captain Webb Primary School's Pupil Premium Action Plan			
Headteacher name:	Sarah Passey	Signature:	
Chair of Governors name:	Mark Chetwood	Signature:	
Reviewer name:		Signature:	
Date of pupil premium review:			

Pupil Premium Profile 2018/19	
Number of eligible pupils:	113
Amount per pupil:	106 PP Children @ £1,320 each, 5 Service Children @ £300 each, 4 LAC Children @ £0 each
Total pupil premium budget:	£142,700

Executive summary

Reviewers may wish to include the following:

- A brief overview of the school's pupil premium strategy so far, what has worked and what hasn't
- The core approaches that will now be implemented and how these will contribute to closing gaps
- The overall aims of the plan, i.e.:
 - Reduce attainment gap between the school's disadvantaged pupils and others nationally by 10 percentage points
 - Raise the in-school attainment of both disadvantaged pupils and their peers
- Agreed date for the next review

Action plan (2 of 2)

Approach	Outcomes and success criteria	Owner	Milestones	Completed	Review date	Cost per pupil	Total cost
<i>e.g. Reading comprehension and peer tutoring</i>	<i>- Improved engagement and attainment of y5 disadvantaged pupils</i> <i>- Reduce gap by 6-9 percentage points</i>	<i>Head of KS2</i>	<i>Design and deliver training to teachers and TAs</i>	<i>01/12/2014</i>	<i>01/02/2015</i>	<i>£100</i>	<i>£1500</i>
			<i>Identify and work with peer tutors</i>	<i>04/01/2015</i>			
Total pupil premium expenditure:							

Agreed date for follow-up visit		
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