

1. Summary information					
School	Filton Avenue Primary School				
Academic Year	2020-21	Total PP budget	349,277	Date of most recent PP Review	November 2018
Total number of pupils	754	Number of pupils eligible for PP	263	Date for next internal review of this strategy	November 2021

2. Current attainment of KS2 from 20/21				
	Not PP	PP	PP GD	Disadvantaged pupils national combined
%making least the expected standard in reading	35	49	19	51 %
% making at least the expected standard in writing	51	51	15	
% making at least the expected standard in maths	37	62	13	
% making at least the expected standard in GPS	14	15	2	
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.	Poor literacy skills, including reading			
B.	PP children have lower levels of Oracy at their starting points. This leads to poor reasoning and mathematical development			
C.	Children have reduced educational experiences and have parents who are less engaged in supporting learning at home. This gap has become bigger during school closures			

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	PP gap analysis shows that there is a gap in attendance ; 92.13 % PA 16.1 %
G.	Impact of COVID and school closures
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	Success Criteria
A.	<p>Disadvantaged attendance and PA continues to improve and increased to bring it in line with national</p> <p>Monitor attendance weekly, following this with letters to parents and meeting to discuss strategies on how to improve attendance.</p> <p>Increase attendance for PP children to national expectation.</p> <p>Decrease the number of broken weeks especially since lockdown. Attendance tracker now tracks the number of sessions a child is off with COVID related symptoms so we can track this.</p>
B.	<p>Disadvantaged children across the school will have accelerated progress to raise attainment bringing it closer to national non-PP data</p> <p>Y6 will have accelerated progress to raise attainment bringing it closer to national non-PP data</p> <p>To increase our PP Year 6 Reading outcomes – 2021 data shows 49 % achieved expected with 18 % GD. Aim for 65%</p>

C.	To close the gap between PP and Non PP in Year Groups 3-5 – no greater than 10%	Monitor at each data group to identify the gap between PP and Non PP. If Year groups are beyond 10% gap – then strategies need to be put in place to close the gap.
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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	Cost/Impact:													
<p>For PP pupils to make (or exceed) nationally expectations for progress and attainment.</p> <p>ALL staff to have high expectations and aspirations</p>	<p>Staff training on Effective feedback, planning, assessment, collaborative learning, learning environment, subject knowledge,</p>	<p>PP gap in Maths and Reading</p> <p>Walk Thrus connects Cognitive Load Theory, Dual Code Theory. Rosenshine's Principles of</p>	<p>PPMs</p> <p>PPA</p> <p>Insight QLA</p> <p>Learning walks/observations</p> <p>The school monitors and evaluates the impact of</p>	<p>Class teachers</p> <p>PP lead</p> <p>SLT</p>	<table border="1" data-bbox="1321 885 2105 1125"> <thead> <tr> <th data-bbox="1321 885 1585 1005">Year 6 PP Pupils at expected or higher</th> <th data-bbox="1585 885 1832 1005">2017-2018</th> <th data-bbox="1832 885 2105 1005">2020-21</th> </tr> </thead> <tbody> <tr> <td data-bbox="1321 1005 1585 1045">Reading</td> <td data-bbox="1585 1005 1832 1045">53 %</td> <td data-bbox="1832 1005 2105 1045">68 %</td> </tr> <tr> <td data-bbox="1321 1045 1585 1085">Writing</td> <td data-bbox="1585 1045 1832 1085">53 %</td> <td data-bbox="1832 1045 2105 1085">66 %</td> </tr> <tr> <td data-bbox="1321 1085 1585 1125">Maths</td> <td data-bbox="1585 1085 1832 1125">55 %</td> <td data-bbox="1832 1085 2105 1125">74 %</td> </tr> </tbody> </table> <p>3 Year trends show the progress made with this group, see above. PP children are now working at expected level. Data in 6 show PP children have an average point score of 112 on their standardised</p>		Year 6 PP Pupils at expected or higher	2017-2018	2020-21	Reading	53 %	68 %	Writing	53 %	66 %	Maths	55 %	74 %
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<p>of all pupils regardless of their starting point and prior learning.</p> <p>Teaching to be at least effective across the school. To embed Formative Assessment strategies from staff training – including effective feedback, peer/self assessment and questioning. Some of these delivered through phase training sessions. Use of Teaching and Learning hub to coach identified teachers and support quality first teaching.</p>	<p>validation, differentiation.</p> <p>Further staff training on Enquiry curriculum, Oracy, phonics.</p> <p>VEO – teachers starting film themselves and using this to support their areas of development. Staff training on Walk Thrus.</p>	<p>Instruction. Teaching WalkThrus <i>has</i> a Five-step guides to instructional coaching, based on 50 effective, research-informed techniques.</p>	<p>intervention and support provided to PP pupil frequently. Gaps are identified early through learning reviews, learning walks, NFER, Comparative Judgement and Teacher Assessment. Termly focus on learning reviews with a PP focus.</p>	<p>scores. The gaps in Maths and Writing have closed in Year 5 and 6, in Reading we have made significant gains in reducing this gap as well.</p> <p>Year 3 APW shows that PP children in our Trust are making better progress than national – 7 y 9 m whilst all schools were 7 y 5 m</p> <p>Teachers have an increased awareness and use of assessment; teachers can talk in detail about learners in their classes and their gaps (evident in transition docs)</p> <p>Staff training - unpicking Nfer results and gaps, including using the Nfer tests analysis tool for QLA. Staff are using this information confidently to inform their planning and identify misconceptions for the group they teach.</p> <p>Learners' books show that children are accessing learning at an appropriate level.</p> <p>Pupil books</p> <p>Learners' books following Maths Learning review in Term 6 2021, shows good coverage, especially</p>
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<p>Lesson study focuses on improving teaching and learning through implementing research. PP children are amongst the children followed and targeted.</p> <p>Teachers using enquiry based learning approach in all subject in the curriculum. The curriculum reflects our setting and context.</p> <p>Oracy resources used throughout the school (School 21) to enhance use of productive talk</p>				<p>given lockdown, and clear progress since the start of the academic year. Learning is appropriately pitched and teachers have high expectations of learners. Books show clear consistency across classes and sites. Teachers are offering learners opportunities to develop fluency, problem solving and reasoning skills through the use of high-quality questioning and resources. Like in the pupil voice responses, the pupil books showed that learners are confident using mathematical vocabulary accurately. Learners are using jottings to support their thinking and have opportunities to apply their learning in a range of situations. Children are beginning to write for a range of purposes, such as explaining, describing and convincing, including some evidence of more extended answers in years 5 and 6.</p> <p>Learning in lessons - The focus of learning in lessons was around mathematical talk and the VEOs and lessons visited showed that learners are confident talking during maths lessons. Learners use sentence stems fluently to support them in articulating their ideas, particularly building on and challenging the thinking of others. My turn your turn is used to support learners' acquisition of new mathematical vocabulary. Manipulatives and pictorial representations are used to support children's developing conceptual understanding. Teachers used a range of strategies to provoke mathematical talk, including concept cartoons,</p>
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<p>in lessons from Reception to Year 6. Rich language and tiered vocabulary to underpin lessons.</p> <p>CPD focusing on skills and knowledge in English and Maths, planning, high expectations, assessment and effective feedback for quality first teaching. Introduce VEO to support staff identify their areas of development.</p>					<p>looking for the odd one out and displaying different representations as a starting point. Oracy could be developed further in maths through using more maths specific talk frames that support learners in understanding the structure of the maths.</p>
<p>Total budgeted cost</p>					<p>£270,192</p>

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	Cost/Impact									
For PP pupils to make (or exceed) nationally expectations for progress and attainment.	<p>As a result of frequent monitoring intervention for children underperforming in are identified early:</p> <p>Intervention identified must be monitored during the 6 week cycle and then reviewed at the end. Interventions to include:</p> <ul style="list-style-type: none"> Reading Recovery x daily 	<p>PP children have lower reading levels and make slower progress, particularly lower down in the school where children have been impacted more by school closures.</p> <p>Education Endowment Fund (EEF):</p> <p>On average, reading</p>	<p>PPMs</p> <p>PPA</p> <p>QLA</p> <p>Planning support</p> <p>Monitoring of teaching and learning</p> <p>English data (NFER, SATs) shows accelerating progress.</p> <p>Planning Learning reviews</p> <p>Learning walks</p> <p>Summative assessments show learners using visual</p>	<p>Class teachers</p> <p>English lead (KL)</p> <p>PP lead</p> <p>SLT</p>	<p>S & L – Pupils completed a whole class S & L assessment (lead by Sirona) in Reception and Year 3. Staff have identified gaps in the data and are provided whole class provision for these. TAs have also been filmed and targets identified to support them model language to the pupils in the most effective way.</p> <p>SENCOs are taking pupils that are SEND and PP that are received S & L support.</p> <ul style="list-style-type: none"> Reading lessons mapped out, progression across the school. Reading skills being taught much more consistently NFER results are now much higher in reading, showing the impact of the reading lessons: <table border="1"> <thead> <tr> <th>NFER/SATS</th> <th>2018-19 (pre-reading lessons)</th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td>Current Y6</td> <td>55%(19%)</td> <td>71% (32% GD)</td> </tr> <tr> <td>Current Y5</td> <td>44%(6%)</td> <td>80% (39%GD)</td> </tr> </tbody> </table> <p>Reading Wise learners making accelerated progress. Some real gems e.g. 7:01-10:09. Most children making 1 year or more from November – May, with Lockdown this is significant progress.</p> <p>Book reviews on Dojo have had a positive impact on the reading culture, showing that the momentum is building and needs to continue,</p> <p>Editing and feedback sessions are much more embedded.</p>	NFER/SATS	2018-19 (pre-reading lessons)	2020-21	Current Y6	55%(19%)	71% (32% GD)	Current Y5	44%(6%)	80% (39%GD)
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	<ul style="list-style-type: none"> Accelerated Reader Reception additional phonics support x 2 including Early Literacy Programme Reading Wise (priority given to higher ability PP children) PP focus with reading volunteers Specific interventions by Assistant Heads Brilliant Club for higher ability PP children (given priority) 	<p>comprehension improve learning by an additional 5 months progress over the course of the year. Comprehension strategies appear to be particularly effective for older readers (aged 8 and above) who are not making expected progress.</p>	<p>representations to support attempts to solve problems Staff training English data shows accelerating progress</p>		<p>Core texts mapped out, considering the writing and reading outcomes as well as distribution of representation. Writing</p> <table border="1" data-bbox="1198 135 2083 399"> <tr> <td data-bbox="1198 135 1496 207"> <ul style="list-style-type: none"> Main Assessment </td> <td data-bbox="1496 135 1794 207"> <ul style="list-style-type: none"> 2018-19 </td> <td data-bbox="1794 135 2083 207"> <ul style="list-style-type: none"> 2020-21 </td> </tr> <tr> <td data-bbox="1198 207 1496 319"> <ul style="list-style-type: none"> Current Y6 </td> <td data-bbox="1496 207 1794 319"> <ul style="list-style-type: none"> 67% WA or above (12%) </td> <td data-bbox="1794 207 2083 319"> <ul style="list-style-type: none"> 73% WA or above (22%) </td> </tr> <tr> <td data-bbox="1198 319 1496 399"> <ul style="list-style-type: none"> Current Y5 </td> <td data-bbox="1496 319 1794 399"> <ul style="list-style-type: none"> 65% WA or above (2%) </td> <td data-bbox="1794 319 2083 399"> <ul style="list-style-type: none"> 66% WA or above (15%) </td> </tr> </table> <p>Phonics assessments show good progress in Year 1 and 2 (52% and 68% respectively). This will continue to be a focus next year, particularly in Reception as so much of the year was missed due to COVID.</p> <p>Oracy</p> <p>Teachers are sharing key vocabulary and are using sentence stems in maths lessons</p> <p>Learners talk confidently about maths; they use appropriate vocabulary and sentences to support them</p> <p>Learners are confidently using builder and challenger oracy roles to develop chains of reasoning; the next step is to guide learners to be more precise mathematically, for example through giving a mathematical proof</p> <p>Staff training delivered, with a focus on Talk in Maths (followed by a Maths review, see notes below).</p> <p>Oracy Benchmark shows good progress since last benchmark exercise 2 years ago. Clear action plan for next steps (see</p>	<ul style="list-style-type: none"> Main Assessment 	<ul style="list-style-type: none"> 2018-19 	<ul style="list-style-type: none"> 2020-21 	<ul style="list-style-type: none"> Current Y6 	<ul style="list-style-type: none"> 67% WA or above (12%) 	<ul style="list-style-type: none"> 73% WA or above (22%) 	<ul style="list-style-type: none"> Current Y5 	<ul style="list-style-type: none"> 65% WA or above (2%) 	<ul style="list-style-type: none"> 66% WA or above (15%)
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	<p>Monitoring cycle completed by English Hub</p> <p>A focus on reading weekly with PP children</p> <p>Workshop for parents</p> <p>Focus during PPM</p> <p>Maths lead and English lead creates QLA for each teacher after Insight tests.</p> <p>During PPA year group leads look at planning and feedback.</p> <p>Staff training on Walk Thrus and VEO.</p>				<p>Gemma's report). We have moved onto the next stage on the programme (level 3) that very few schools are part of.</p> <p>The report highlights (for teacher benchmarks) that 'oracy has a high status in every classroom'. Behaviour and engagement and focus is good in every. The expectation for whole class discussion is higher than paired discussion. All have set up discussion guidelines which are displayed and actively used. Vocabulary is encouraged on displays and some flipcharts. Oracy has been woven through the enquiry curriculum. Oracy is a key pedagogy that underpins all subjects in the national curriculum, such as assemblies. Please see report.</p> <p>Oracy learning walks have also enabled our Oracy Lead to identify several highly effective Oracy teachers who could support others to develop their practice. Gemma is also planning to coach one or two teachers during Term 6 (time allowing).</p> <p>Brilliant Club</p> <p>On The Scholars Programme this term, 11 pupils were eligible for Pupil Premium. Their average attendance was 74%, which means they received 57 hours of tutoring from a PhD researcher. Of these pupils, 2 achieved a 1st, indicating that they are performing very well or well at the key stage above their current level. In terms of critical thinking that pupils demonstrated in their assignments, average marks increased from 51 at baseline to 63 at final assignments.</p>
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				<p>Children at FAPs made an average progress between baseline and final assignment of 56% compared to 22 % nationally.</p> <p>NTP</p> <p>The National Tutoring Programme has been used to target Year 3 and 4 pupils across both sites. 36 children werer identified (11 at OC). Year 3 are having maths focused tuition and year 4 have been targeted for reading twice a week. The reading intervention is focused on developing a love of reading and focusing on book talk. Tutors met both the leads to discuss the provision. Tutors are assessing the children weekly, and they have used our NFER scores as a baseline. NFER data shows that children made good progress in both Maths and Reading. On average children made over 7 points of progress, some making up 39 points of progress on the NFER tests.</p>
Total Budgeted cost				£40, 000

Targeted Support continued					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact/Cost:
PP gap to close in Maths and HA maths.	<p>As a result of frequent monitoring intervention for children underperforming in Maths are identified early: Intervention identified must be monitored during the 6 week cycle and then reviewed at the end. Interventions to include:</p> <ol style="list-style-type: none"> 1) TT Rockstar 2) Specific interventions by Assistant Heads <p>Develop use of planning to ensure consistency in</p>	Education Endowment Fund (EEF)	<p>PPMs PPA QLA Planning support Monitoring of teaching and learning Mathematics data (NFER, SATs) shows accelerating progress Planning Learning reviews Learning walks Summative assessments show learners using visual</p>	<p>Class teachers Maths Lead (NH) PP lead SLT</p>	<p>Teachers have an increased awareness and use of assessment; teachers can talk in detail about learners in their classes and their gaps (evident in transition docs)</p> <p>Limitations in Maths due to school closures– White Rose scheme and time pressure mitigated by consolidation weeks and transition plan, potential adaptations to Flashback 4 and use of maths meetings.</p> <p>Teachers are identifying potential misconceptions on planning; reliant on teacher experience</p> <p>Staff are using multiple representations alongside strategies such as concept cartoons and odd one out to develop children’s understanding of different concepts.</p>

	<p>expectation across the school</p> <p>To improve the quality of task design to ensure progress for all</p> <p>Develop mathematical fluency across the school</p> <p>Develop oracy across the maths curriculum</p> <p>To improve the quality of feedback in maths</p> <p>To improve teaching and learning through the introduction of VEO and Walk Thrus.</p>		<p>representations to support attempts to solve problems</p> <p>Staff training</p> <p>Mathematics data shows accelerating progress</p>		<p>Marvellous mistakes are used regularly to explore misconceptions, including through the use of different representations.</p> <p>as an assessment tool and opportunity to revisit</p> <p>Teachers are using high quality resources to support planning and this is having an impact on outcomes (White Rose, Deepening Understanding)</p> <p>Some teachers have filmed VEOs of effective feedback sessions which have been shared to support staff development. Staff also starting to use this to reflect on own teaching and learning with support from Walk Thrus.</p>
Total Budgeted cost					£35, 000

iii. Wider strategies					
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?
Provide access to full range of educational experience to improve emotional and behavioural choices To increase engagement in learning and provide a breadth of experiences.	<p>Weekly Homework Club Subsidise enrichment and engagement activities Trips to local museums including opportunities like Year 6 Take Over Day, Science Week, Aspiration Day, Year 2 Café, Summer Fair, Heritage event.</p> <p>Pupils will partake in cultural visits. Eg: to London, local museums, zoos, places of worship etc. Further community event to engage with coal community and provide a sense of belonging for the children. To ensure our curriculum reflects our local</p>	<p>Improving emotional and behavioural choices</p> <p>We develop more positive attitudes to self and to learning in core groups or individuals</p> <p>Reducing challenging behaviour</p> <p>Early intervention</p> <p>Research shows that all of these will increase engagement in learning</p>	<p>Thrive assessments</p> <p>Behaviour reports on SIMs</p> <p>CPOMs</p> <p>CPD</p> <p>Pupil Voice</p>	All staff	<p>Unfortunately some of these were unable to happen due to COVID.</p> <p>The OPAL/Purposeful Play programme is a key aspect of how we support and develop our pupils' physical and emotional health, well-being and enjoyment of school. This has particularly been important over the last few months as the children have settled back into school. We've had to consider how the children use the equipment outside. We now have a mud kitchen at both sites.</p> <p>Of the activities that could happened the following took place:</p> <ul style="list-style-type: none"> Enrichments Days The whole school took part in various on-line activities, including virtual museum tours, cooking online, board games and a silent disco. Children also took part in various sporting activities, including basketball and gymnastics.

	<p>area and our context.</p> <ul style="list-style-type: none"> • Brilliance Club to raise aspirations. • To have a range of extra curricular activities provided through including sports clubs, to provide children with opportunities to develop peer relationships and social skills. • Learning mentor for targeted long term support • Thrive (including training 1 more practitioner) • Unique Voice • Holiday club 			<ul style="list-style-type: none"> • Children in Reception and Year 1 took part in the usual yearly spring bonnet displays. • Year 6 children took part in a 'non-camp' week instead of their residential to Barton Camp. Activities involved going on the train to Weston, having games on the beach, birds of prey visiting the school, a sleep over at school, a visit to Vench and Horfield Common, t-shirt making activities and in school activities. Neil Wisby (Year 6 lead) has carefully costed out each activity and tried to keep costs as low as possible for the parent/carers - approximately £35. <p>Our response to the pandemic was widely praised by our community, comparing us very favourably with other local schools. The outcomes from the surveys we conducted in the spring and summer terms of 2020/21 clearly show this, both through the data and the commentary. Figures?</p> <p>Our Remote Learning, as well as in-school, provision ensured that the curriculum was being taught consistently across the key stages. During the lockdown period (2021), engagement with Remote Learning was over 91%</p> <p>The return to full school opening was very positive, with pupils and staff really</p>
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	<ul style="list-style-type: none"> • Breakfast club provision • Mindfulness • Nurturing group to start at LR 			<p>embracing being back in school. School staff also relayed to us (the LT) how well it was managed.</p> <p>The revisit and re-establishment of our core values, with clear behaviour and learning expectations has been a central focus. A clear curriculum pedagogy to rebuild relationships by fostering collaboration, aspiration, respect and endeavour was implemented successfully.</p> <p>Our disadvantaged learners were further supported by regular phone calls, home visits, food bank vouchers, laptops, internet cards and signposting to support available during the pandemic.</p>
Total budgeted cost				£ 4085