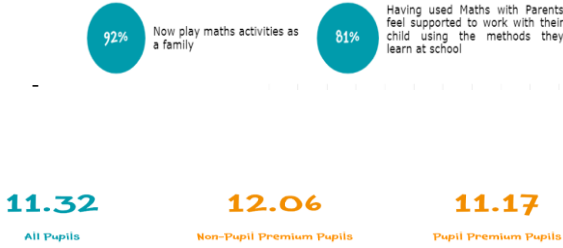


1. Review of expenditure		Town Field																	
Previous Academic Year		2019-2020																	
i. Quality of teaching for all																			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost <b>£60,000</b>															
To improve the quality of teaching phonics in EYFS and KS1	See 19/20 strategy	<p>6/9 children passed phonics resit in Y3 due to CPD implemented to support staff. The 3 children who have not passed ( 2 x EAL) (1 xSEND)</p> <p>Y1 pupils achieving Phonics expectations 78% Pupil premium children 100% KS1 Reading data</p> <table border="1"> <caption>READING Performance Comparison</caption> <thead> <tr> <th>Establishment</th> <th>Cohort</th> <th>&lt;EXS</th> <th>≥EXS</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>Local Authority</td> <td>168</td> <td>39.9%</td> <td>60.1%</td> <td>9.5%</td> </tr> <tr> <td>Town Field Primary School</td> <td>7</td> <td>57.1%</td> <td>42.9%</td> <td>14.3%</td> </tr> </tbody> </table>	Establishment	Cohort	<EXS	≥EXS	GDS	Local Authority	168	39.9%	60.1%	9.5%	Town Field Primary School	7	57.1%	42.9%	14.3%	<ul style="list-style-type: none"> <li>- Change team approach was successful. Visiting other settings were very positive experiences.</li> <li>- Reorganising book bands was very labour intensive – but hopefully we will see impact next year. Covid stopping this while it was in full flow.</li> <li>- Staff absence impacted significantly on getting this up and running.</li> <li>- Highly proactive members of the change team ensured that this – after initial stagnation – didn't impact too long.</li> <li>- Phonics teaching and provision had impact in Y3 with all but three children making the standard. ( 1 significant learning difficulties and two EAL)</li> <li>- EYFS mystery readers a success</li> <li>- CPD reading scales</li> <li>- Teaching and learning reading review was successful.</li> </ul>	
Establishment	Cohort	<EXS	≥EXS	GDS															
Local Authority	168	39.9%	60.1%	9.5%															
Town Field Primary School	7	57.1%	42.9%	14.3%															
To sustain and continue to develop a consistent approach to reading strategies across KS2	See 19/20 strategy	<p>75% of children ARE in key stage 2 in reading – very positive impact. Non – pupil premium children are 88%</p> <p>Lesson observations and scrutinies point in the right direction.</p> <p>21.4% of PP children attaining GD level in reading as opposed to 19.1% in the local authority.</p>	<ul style="list-style-type: none"> <li>- High quality CPD accessed by reading lead.</li> <li>- Impact of interventions across school is evident children accessing them are targeted and progress evident.</li> <li>- Vipers training conducted – evident through learning walks/observations.</li> <li>- Improvements have been made (evidenced through book scrutiny) – evidencing challenge for GDS will form part of monitoring and evaluation.</li> <li>- TA development really positive – a number of TAs able to train and support other TA's across key stages.</li> <li>- Strong link with Doncaster libraries</li> <li>- Reading projects</li> </ul>																

<p>To develop maths outcomes for all children helping them to develop a mastery of the subject, providing challenge for all children in particular raising the aspirations of our GD children.</p>	<p>See 19/20 strategy</p>	<ul style="list-style-type: none"> <li>- GD aspirations have been raised successfully across both key stages.</li> <li>- KS1 28.6% GD for disadvantaged children compared to 13.7% in local authority</li> <li>- KS2 14.3% GD for disadvantaged compared to 14.9% in local authority</li> <li>- Positive feedback from monitoring and book scrutinies</li> <li>- Gap between pupil premium children achieving ARE in KS1 is 67% v 79%</li> <li>- KS2 the gap is closing with 85% v 88% achieving ARE</li> </ul>	<ul style="list-style-type: none"> <li>- GD clearly evident across books in all key stages.</li> <li>- Maths lead has worked closely with SLE and accessed CPD.</li> <li>- Own in house CPD conducted to support TA development was very positive – good attendance too. ( This could be built on certainly next year.)</li> <li>- This is now embedded.</li> </ul>	
<p>The engagement of parents through on line activities – Maths with Parents and other workshops in school aimed at developing a love of reading.</p>	<p>See 19/20 strategy</p>	<ul style="list-style-type: none"> <li>- We are above target for participation with all classes more than 65% of pupils. Participating with Maths with Parents.</li> </ul> <p><b>Parent Survey 2019-20</b></p> <p>The parent survey results show the impact using Maths with Parents has had on parents' engagement with their child's learning. The responses below are collated from all parents who completed the survey across the country, if you would like more information about how parents at your school responded, please do get in touch. Overall, we are really pleased to see how positive families feel about supporting their child's maths and look forward to building on this next year.</p>  <p>92% Now play maths activities as a family</p> <p>81% Having used Maths with Parents feel supported to work with their child using the methods they learn at school</p> <p>11.32 All Pupils</p> <p>12.06 Non-Pupil Premium Pupils</p> <p>11.17 Pupil Premium Pupils</p>	<ul style="list-style-type: none"> <li>- Maths with parents and TT Rocks embedded across Y1,2,3,4.</li> <li>- Build on this as the children move up with it through the school.</li> <li>- See Saw supported home learning during the pandemic – but these were also beneficial.</li> <li>- Continue to run work shops into the next academic year – covid permitting.</li> <li>- Reading meetings held across classes and key stages</li> </ul>	

<p>To develop oracy of boys at Town Field Primary – through development of EYFS learning areas</p>	<p>See 19/20 strategy</p>	<p>Due to Spring/Summer lockdown- data is not fully moderated – but GLD 65%. – there still remains slightly more boys that were not on track to achieve GLD in Summer 2019 than girls.</p> <p>All children including boys made good or better progress from their starting points in C and L</p>	<p>Learning Matters Communication and Language CPD for EYFS lead</p> <p>Additional staff member employed to support 1:1 SEND need</p> <p>Mystery Reader- Encouraging a love and excitement of reading</p> <p>CG- Delivering Structured NELi intervention –</p> <p>FS24x EY staff attended Makaton CPD sessions</p> <p>BCA's delivering ELIP programme</p> <p>Parental book share events</p> <p>Learning matters Communication and Language training attended by EY leader</p> <p>Consistent approach from all adults to respond in sentences- 'I say/you say'</p> <p>Texts and enhanced provision closely matched to children interests to promote talk.</p> <p>JH F2 teacher to attend EEF extended programme linked to parents</p> <p>Home learning inclusion of talk tasks</p> <p>MR Fri pm intervention linked to PSED and language</p>	
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<p>To develop a purposeful and enriching curriculum at Town Field</p>	<p>See 19/20 strategy</p>	<ul style="list-style-type: none"> <li>- Systems in place to challenge and support leaders of subjects.</li> <li>- Covid curtailed our first big topic driver of the summer – art. Positive steps had been made to enhance provision in school.</li> <li>- Specific intervention menu collated for TF – using researched based.</li> </ul>	<p>Moderators – x3 in EYFS x2 in KS1 and x2 in KS2,</p> <p>Science – NPQSM science leader CPD and curriculum development,</p> <p>Deep Dive Visits – Branton St Wilfreds,</p> <p>West Road - how to get the best out of pupil premium funding</p> <p>JD Reading diagnostic research group/trial to deploy</p> <p>SLE Reading Deep Dive by PIL Training attended by Reading lead and MB</p> <p>Opportunity Area Literacy Programme 5 full days – improve literacy across Doncaster with a particular attention to reading.</p> <p>LS/SA –fluency/inference training – time afforded to support staff to enhance their teaching of specific tried and tested intervention groups</p> <p>Doncaster stories programme – JD – raise reading for pleasure – Reading strategies.</p> <p>Attended introduction to programme and awaiting dates. History walk rounds – development of History leader</p> <p>Humanities CPD for Geography Leader</p> <p>Curriculum lead intensive CPD to support school in its development and understanding of curriculum delivery and expectations</p> <p>Science lead working towards science mark – introduction of floor books and more consistent way of teaching science across school.</p>	
<p><b>ii. Targeted support</b></p>				

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b> <b>£40,000</b>
To improve teaching and learning in early language acquisition and phonics so that the % of children attaining the GLD and phonics screening is at least in line with national figures resulting in a diminishing gap between pupils eligible for PP and those who aren't.	See 19/20 strategy	<ul style="list-style-type: none"> <li>- GLD-65% slightly above 2018/19 data – data continues to be slightly below national the gap is slowly narrowing</li> <li>- APS in C and L continues to be high- writing remains a limiting GLD factor.</li> </ul>	<ul style="list-style-type: none"> <li>• Whilst positive improvements have been made we will continue to support this area – the number of children coming to our school without these skills is unfortunately increasing as is the number of EAL children. On a positive note the team embrace these challenges and continue to work hard to adapt and improve outcomes.</li> </ul>	

<p>To improve structure of curriculum of Town Field – ensuring a next steps approach and building subject specific skills as children move up through school.</p>	<p>See 19/20 strategy</p>	<p>There are consistent approaches to medium term planning across core subjects – this ensures consistency in teaching and learning e.g. writing sequence (see literacy impact report)</p> <p>Progression steps created and shared across school with all staff.</p> <p>Curriculum drivers mapped out for next year to ensure a purposeful and shared vision for all staff and pupils.</p>	<p>Many CPD opportunities given to this aspect and the results have been pleasing. School standards and effectiveness officer has been heavily involved with the school and supported each individual subject leader in a kind of mini deep dive.</p> <p>Progression documents and action plans available for all subjects. Art , History and Geography are to be used next year as drivers for the curriculum. A move away for some year groups of the traditional half termly topic. This will need focus next year to ensure a smooth transition with positive outcomes.</p> <p>SLT visited Branton to look at an example of a deep dive and one was conducted here in school by our own team.</p> <p>With the impact of Covid it is a priority this is maintained for next year.</p>													
<p>To continue develop the use of specific targeted quality reading intervention with a particular focus on phase 3 / 4 which will accelerate the progress of all pupils.</p>	<p>See 19/20 strategy</p>	<ul style="list-style-type: none"> <li>- See intervention maps</li> <li>- Doncaster LA school improvement monitoring identified improved consistency in books</li> <li>- Children are more aware of how teachers feedback and how their response supports their progress</li> <li>- 100% of pupils accessing Fluency/inference intervention have made progress. Example</li> </ul> <table border="1" data-bbox="761 1013 1254 1173"> <tr> <td>WTS</td> <td>WTS</td> <td></td> </tr> <tr> <td>Accuracy 6.7</td> <td>Accuracy 7.11</td> <td>1 yr 4 months+</td> </tr> <tr> <td>Rate 6.11</td> <td>Rate 7.2</td> <td>3 months +</td> </tr> <tr> <td>Comprehension 5.10</td> <td>Comprehension 10.10</td> <td>5 Years +</td> </tr> </table>	WTS	WTS		Accuracy 6.7	Accuracy 7.11	1 yr 4 months+	Rate 6.11	Rate 7.2	3 months +	Comprehension 5.10	Comprehension 10.10	5 Years +	<ul style="list-style-type: none"> <li>- Very positive impact on school.</li> <li>- Streamlined researched intervention menu has enabled a sharper focus on fluency skills.</li> <li>- This has certainly developed staff and pupil confidence.</li> <li>- CPD lead by reading lead.</li> <li>- Very successful – demonstrated to TC - consultant and used across the LA..</li> <li>- Continue next year to embed further and develop more TA's. Improving skill set across school.</li> </ul>	
WTS	WTS															
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<p>To improve effectiveness of social/emotional interventions across school. To enable all children to access whole class teaching.</p>	<p>See 19/20 strategy</p>	<ul style="list-style-type: none"> <li>- Individuals supported through Thrive and 1:1 and small group programmes such as play for purpose.</li> <li>- 14/23 recorded behaviour incidents for Spring term by the same two pupils.</li> <li>- Behaviour outreach involved and excellent progress has been made. See Boxall profile/Thrive scores</li> <li>- Dinner time provision has resulted in consistently low behaviour incidents during the longest “unstructured” time of the day.</li> <li>- Pupils aware of positive learning behaviours and resilience for learning – TF10 review supported all children to have a ‘language of learning’</li> <li>- 100% of KS1 and KS2 pupils accessing the classroom.</li> <li>- Feedback from visitors is always positive regards attitudes and behaviour of our pupils.</li> </ul>	<ul style="list-style-type: none"> <li>- We will continue with these approaches, as data analysis shows it is extremely effective. It is also included in the School behaviour, safety and welfare strategy for next year as an effective approach – see the school website for more information.</li> <li>- Really positive work done with a number of children enabling them to access whole class teaching like never before.</li> <li>- Behaviour incidents/exclusion rates remain low – great for a school of our size and demographic.</li> </ul>	
<p>To continue to develop relationships with parents through use of family support worker – to engage vulnerable families and help raise attainment in school.</p>	<p>See 19/20 strategy</p>	<ul style="list-style-type: none"> <li>- CPOMS evidences a lot of the quality work done by our PSA</li> <li>- Parent surveys speak very positively of the school.</li> <li>- Successful interventions put into place when attendance falls below certain amount (Meetings with EWO, Pupil Premium Coordinator and Learning Mentor)</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to use PSA to support our vulnerable families and children.</li> <li>- PSA to attend any relevant CPD to support job roll.</li> <li>- Link CPD to support teaching staff and TA's</li> <li>- MHWB – links to CAHMS</li> </ul>	

<p>To increase attendance rates for PP children across school in an effort to help improve attainment.</p>	<p>See 19/20 strategy</p>	<ul style="list-style-type: none"> <li>- Attendance for pupil premium children stands at 94.27% v 95.57% whole school <i>Individual attendance success stories for pupil premium children - three year trends</i></li> </ul> <table border="1" data-bbox="779 284 1252 625"> <thead> <tr> <th>Name</th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>A</td> <td>91.3%</td> <td>89.7%</td> <td>96.9%</td> </tr> <tr> <td>B</td> <td>67.5%</td> <td>79.6%</td> <td>87.9%</td> </tr> <tr> <td>C</td> <td>92.6%</td> <td>93.4%</td> <td>95.8%</td> </tr> <tr> <td>D</td> <td>66.1%</td> <td>85.1%</td> <td>88.7%</td> </tr> <tr> <td>E</td> <td>92.9%</td> <td>93.6%</td> <td>96.8%</td> </tr> <tr> <td>F</td> <td>91.1%</td> <td>97.5%</td> <td>99.2%</td> </tr> <tr> <td>G</td> <td>83.7%</td> <td>89.4%</td> <td>90.3%</td> </tr> <tr> <td>H</td> <td>80.7%</td> <td>92.3%</td> <td>92.4%</td> </tr> <tr> <td>I</td> <td>77.4%</td> <td>84.7%</td> <td>89.2%</td> </tr> </tbody> </table>	Name				A	91.3%	89.7%	96.9%	B	67.5%	79.6%	87.9%	C	92.6%	93.4%	95.8%	D	66.1%	85.1%	88.7%	E	92.9%	93.6%	96.8%	F	91.1%	97.5%	99.2%	G	83.7%	89.4%	90.3%	H	80.7%	92.3%	92.4%	I	77.4%	84.7%	89.2%	<ul style="list-style-type: none"> <li>- Whilst attendance is improving, there is work to be done with PA families who are impacting negatively on the data set.</li> <li>- We will continue to track and monitor the attendance of Pupil Premium pupils through EWO meetings every 3 weeks with Pupil Premium Coordinator, Attendance Officer and Learning Mentor.</li> <li>- We will continue to be proactive in our approaches as we recognise the impact of good attendance on pupil achievement.</li> <li>- The role of EWO is incredibly important and will be maintained next year.</li> <li>- Case studies to be developed to demonstrate successes.</li> </ul>	
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**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost £17,500</b>
<p>To enable all children to be able to access school activities, clubs and trips thus enriching their cultural capital.</p>	<p>See 19/20 strategy</p>	<ul style="list-style-type: none"> <li>• See sports premium information</li> </ul>	<ul style="list-style-type: none"> <li>- See Sports Premium Information.</li> <li>- Pupils enjoy and take part in a wide variety of pre and after school clubs.</li> <li>- Cultural capital is certainly gained from the multitude of activities we are involved in.</li> <li>- Pupil voice is very positive.</li> <li>- KS1 strived successfully to enhance cultural capital visiting many local places before lockdown,</li> <li>- Covid will obviously hamper this next year and cut it short this year so we need to develop ways to ensure this great part of our school is not damaged.</li> </ul>	



<p>To develop a programme of study which enthuses the school values and supports mental health and well being.</p>	<p>See 19/20 strategy</p>	<ul style="list-style-type: none"> <li>● Very positive outcomes for children and strong pupil voice</li> <li>● Visitors to school comments on our children – their attitude is a result of this diverse curriculum with enriched opportunities that they get.</li> <li>● Whole class Thrive scores are particularly positive. 70% of classes up to spring 2020 had improved their whole class Thrive scores.</li> <li>● 1:1 and small groups have had impact on various children across school. One case demonstrates a pupil moving from 29% to 75% in their development.</li> </ul>	<ul style="list-style-type: none"> <li>- TFU incredibly unique and positive.</li> <li>- Remains at the forefront of our school and pupil voice speaks highly of this.</li> <li>- WTTW also a very positive impact on children.</li> <li>- The challenge will be to run these sessions when we return to school with the restrictions that will be in place.</li> <li>- Great work within the community and volunteers has added to the children's experiences.</li> </ul>	
<p>To develop links with the community and school learning to enable children to plan futures and have aspiration for their town and themselves thus enriching their cultural capital</p>	<p>See 19/20 strategy</p>	<ul style="list-style-type: none"> <li>● Very positive outcomes for children and strong pupil voice</li> <li>● Visitors to school comments on our children – their attitude is a result of this diverse curriculum with enriched opportunities that they get.</li> <li>● Positive links with local church.</li> <li>● Careers module available in TFU inviting guests into school to showcase various careers.</li> <li>● Doncaster is great TFU module accessed by pupils in phase 3 / 4.</li> </ul>	<ul style="list-style-type: none"> <li>● TFU careers and work conducted with primary futures was very positive but also cut short due to covid.</li> <li>● MB to pick up with primary futures in September to regain momentum and help support initiatives in school covid permitting.</li> </ul>	

<p>Behaviour for learning incentives across school.</p>	<p>See 19/20 strategy</p>	<ul style="list-style-type: none"> <li>- Thrive scores show improvement in the vast majority of children <ul style="list-style-type: none"> <li>• 8/10 of our most vulnerable show an improving trend in their Thrive scores</li> </ul> </li> <li>- Where children were not improving sessions were put in play to support.</li> <li>- For example circle of friends/play for purpose or in certain cases more in depth 1: support.</li> <li>- Reduced number of recorded behaviour incidents.</li> <li>- 3 year decline in PP behaviour reports 73% reduced to 57% of all reported whole school behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>- Behaviour for learning in lessons continues to be good.</li> <li>- This is evidenced from LA, Governor and SLT learning walks</li> <li>- Behaviour incidents continue to be low.</li> <li>- This will be maintained next year as it is pivotal to us as a school.</li> <li>- Continue to promote 3C's and TF10</li> </ul>	
<p>To ensure sporting capital and self esteem is raised through the engagement of sporting activity for all pupils.</p>	<p>See 19/20 strategy</p>	<ul style="list-style-type: none"> <li>- High levels of participation of school sport.</li> <li>- Positive pupil voice</li> <li>- -See sports premium data</li> </ul>	<p>See Sport Premium report and above.</p>	