



Lee Brigg Infant and Nursery School Pupil Premium Strategy 2020-21

Date of most recent pupil premium reviews – **July 2019** (External)

Date of most recent internal review – **April 2021**

Date of next internal / external review – **July 2021**

Funding allocation 2020 -21

In the 2020 – 2021 financial year Lee Brigg Infant and Nursery School will receive approximately £18,520 pupil premium funding and approximately £960 of early years pupil premium funding.

We currently have 14% of pupils in school who are eligible for the pupil premium grant. (16% when including nursery as there are eight pupils who currently qualify for EYPP).

In comparison the national average of pupils eligible for the pupil premium grant is 24%.

Context

The school serves a mixed catchment area. Almost all pupils are White British (95%) and live in the immediate area including the neighbouring town of Normanton. Information based on IDACI scores of our pupils on roll in 2020, demonstrates that while 22% of our children come from areas in the three least deprived deciles, 27% come from areas in the three most deprived deciles, with 15% of our children falling into the 20% most-deprived areas Nationally – This shows the wide range of backgrounds reflected within school.

School level trends show an increase in the number of children considered from deprived backgrounds over the last three years. The school location deprivation indicator is in quintile 1 (least deprived) of all schools, whereas the pupil information indicates household income deprivation is in line with figures Nationally. The current Year 1 and Year 2 cohorts, have a higher proportion of children living in households where income deprivation affects the child.

Although still below national, the demographic of the school is changing and there are now more EAL pupils, mainly Polish and Latvian, entering the school than in previous years. The percentage of children who have EAL and those from minority ethnic groups have steadily increased over the last three years.

The percentage of SEND support pupils 6% is below National (14.2%). Increasingly pupils are on the SEND register for speech and language, as well as social communication and interaction needs.

Staffing has remained relatively stable over the last three years, however changes made within leadership roles, has resulted in two new teachers joining Key Stage 1 from September 2020.

The proportion of pupils known to be eligible for support from the pupil premium grant, (18%), has also increased steadily over the last three years. Cohort variations are commonplace year on year, with 27% in Nursery, 14% in Reception, 11% in Year 1 and 17% in Year 2 from September 2020.

In March 2020, the school was subject to a closure due to the Covid-19 pandemic. The ways in which we, as a school supported our disadvantaged pupils are outlined in the 2019-20 Pupil Premium Strategy Review document. This did however mean that alongside the end of year statutory assessments, which did not take place, many actions outlined in the previous academic years Pupil Premium Strategy were not completed.

Therefore, some of these actions will continue into 2020-21.

As a result, of the school closure, we will quickly and continually assess the needs of all of our children, including those in receipt of the PPG. We will adapt the Pupil Premium strategy, teaching and our curriculum where necessary, so that our children feel safe and confident in school and still leave Lee Brigg infant and Nursery School with the end of Key Stage outcomes which will prepare them for their move to Junior School.

Aims for pupil premium spend 2020-21

Our key objectives are to raise the attainment for those children in receipt of pupil premium funding and continue to diminish the difference between themselves and their peers.

Our principles for pupil premium funding

At Lee Brigg Infant and Nursery school we are committed to ensuring that all of our children, within all pupil groups, (boys, girls, those with special educational needs, those with English as an additional language, those from differing ethnic backgrounds), regardless of their background or disadvantage, achieve and exceed their potential.

We recognise that not all children who may be eligible for free school meals (FSM) are disadvantaged and equally recognise those who are not eligible for FSM may too have significant barriers to learning.

As a school we:

- Ensure that all staff are aware of those children who are in receipt of pupil premium funding.
- Ensure class teachers and senior leaders monitor and track their progress carefully.
- Ensure class teachers and senior leaders work together to set high expectations.
- Are aspirational and recognise that for some of our disadvantaged children meeting age related expectations is not aspiring enough.
- Recognise that early intervention in the Foundation Stage is key to ensuring any gaps are starting closing as soon as possible.
- Have put systems in place to identify children eligible for free school meals and therefore pupil premium funding (or EYPP).
- Strive to ensure that all children, regardless of their individual backgrounds, make progress and fulfil their potential, having equal access to all areas of the curriculum both in and out of school hours.
- Employ an ethos where we recognise the 'whole' child, valuing the importance of emotional and social support and care as an integral part of our role.

Monitoring our pupil premium children

Tracking of attainment and progress for each pupil is thorough, so that we can quickly identify any potential areas for improvement and develop sensible strategies and interventions to promote improvement. We carefully track each pupil in order to analyse their performance in comparison with other children in school as well as against National standards.

- A wide range of data is used – attainment data, pupils' work, lesson observations.
- Assessments are collected, monitored and analysed at planned points during the year.

- Disadvantaged children are a key focus during pupil progress meetings.
- Interventions are adapted and changed if they do not meet the needs of the pupils.
- Case studies are produced for **every** child in receipt of pupil premium funding.
- The work of children in receipt of pupil premium funding is monitored by the SLT.

The current position

Children who are eligible for the pupil premium grant have a high profile across school. The executive headteacher is the pupil premium lead and ensures that these children are discussed as part of a weekly meeting with staff. We have an additional non-negotiable list in place for teachers, that applies to the teaching and learning of children eligible for pupil premium funding. This works well as it ensures that no child's current or changing needs are unknown. A nominated governor for pupil premium is in place and her monitoring visits into school focus not only on observing the actions in place for these children, but talking to this group to provide evidence of pupil voice throughout the year.

Behaviour of this group of children in school is good. This is monitored closely through the Head of school's behaviour log. The system in place works well as any escalation in behaviour can quickly be addressed. Procedures in place working with the school EWO has seen continued improvement in attendance for this group of pupils.

All children who are eligible for the pupil premium grant are given additional roles and responsibilities within school. This includes, being a member of the school council, a bump buddy, a lunchtime helper, a librarian or a class representative. Alongside this, this group of children are encouraged to participate in after school clubs and are funded to do so, as well as participate in events where they are representing the school e.g. cross school sporting competitions and events, cross school performances and art workshops. Monitoring of this is conducted by the Head of School, alongside the Executive Headteacher. This works well as it ensures a sense of pride and belonging, as well as raising aspirations and self-esteem for some of the more vulnerable pupils within this group.

NB Data below reflects the 2019 outcomes due to the school closure in 2020 and temporary suspension of end of Key Stage statutory assessments. Internal data has been gathered up to the end of March 2020 for the academic year 2019/20.

	National 2019				School 2019				School 2018			
	Expected+		GDS		Expected+		GDS		Expected+		GDS	
	Dis	Non dis	Dis	Non dis	Dis	Non dis	Dis	Non dis	Dis	Non dis	Dis	Non dis
No. of children					3	36			5*	37		
Reading	62%	78%	14%	28%	67% (2/3)	86%	33% (1/3)	47%	100% (5/5)	92%	40% (2/5)	53%
Writing	55%	73%	7%	17%	67% (2/3)	86%	0% (0/3)	22%	80% (4/5)	87%	0%	32%
Maths	62%	79%	12%	24%	67% (2/3)	86%	0% (0/3)	47%	80% (4/5)	95%	40% (2/5)	42%
RWM+					67% (2/3)	86%	0% (0/3)	19%	60% (3/5)	84%	0%	26%

FFT Progress Measures

Group	Reading & Maths Scaled Score	Reading & Maths Value Added	Reading Scaled Score	Reading Value Added	Maths Scaled Score	Maths Value Added
2019						
Non Disadvantaged (36)	106.0	+3.0	105.6	+3.0	106.4	+3.0
Disadvantaged (3)	101.8	+4.8	102.3	+5.3	101.3	+4.3
2018						
Non Disadvantaged (37)	106.8	+2.1	108.2	+3.4	105.4	+0.7
Disadvantaged (6)	106.6	+5.6	109.0	+8.7	104.2	+2.6

Year 1 Phonics Check

	National 2018		School 2019		School 2018		School 2017	
	Dis	Non dis	Dis (4 Children)	Non dis (36 Children)	Dis (3 Children)	Non dis (37 Children)	Dis (5 Children)	Non dis (38 Children)
% WA	71%	85%	50% (2/4)	86%	67% (2/3)	88%	40% (2/5)	90%
% WA Y2 retake	85%	93%	n/a	n/a	100%	92%	80% (4/5)	100%

EYFS

	National 2017		School 2019		School 2018		School 2017	
	Dis	Non dis	Dis (9 Children)	Non Dis (37 Children)	Dis (4 Children)	Non Dis (38 Children)	Dis (3 Children)	Non Dis (36 Children)
GLD	57%	74%	78%	81%	50%	79%	0%	83%
Expected all areas	55%	73%	78%	78%	50%	79%	0%	81%
Average total point score	31.5	35.1	37.5	37.1	33.0	37.1	23.0	34.7

Main barriers to educational achievement and progress

As a staff we carefully identify the needs of our disadvantaged children and the potential barriers to their academic success and progress, as well as their personal, emotional, social and physical development. At present, across school, the barriers to learning are predominantly related to the following:

- Disadvantaged children typically enter school (reception / nursery) with a low baseline in speaking and demonstrate poor communication skills.
- Disadvantaged children typically enter school demonstrating poor fine and gross motor skills, as well as poor fitness and diet.
- Disadvantaged children typically display low self-efficacy attributes.
- Disadvantaged children typically enter school with limited opportunities and experiences of the wider community and world in comparison to their peers. This has an effect on their knowledge of the world as well as the development of their language and vocabulary.
- A small percentage of the pupil premium children have identified additional SEN and/ medical or other needs.
- A minority have poor attendance. (3/18)
- A high percentage have additional needs linked to safeguarding or family vulnerabilities and currently receive support from school or external agencies.
- A small proportion of children cannot access appropriate support within the home environment; this is particularly related to the development of communication, language and literacy skills including reading.

This list is not exhaustive, neither do all parts of it apply to all of our disadvantaged children.

Other factors that affect *some* of our pupils in receipt of PPG include, gaps in school readiness from the early years, family stresses, anxiety and financial hardship, adverse childhood experiences, community disadvantage and low expectation.

As we have relatively low numbers of disadvantaged children in receipt of the PPG, many of their barriers to educational achievement and progress, are based upon individual circumstances and need, rather than being shared across this group. Therefore, we review their individual needs half termly and adapt the strategy as necessary to meet their needs.

How we intend to address these barriers to learning based upon research evidence.

The pupil premium grant is predominantly used at Lee Brigg Infant and Nursery School to **guarantee quality first teaching.**

This year we aim to continue to ensure that teaching across school is highly effective and that all pupils receive the best standard of education from their class teacher and any additional adults working with them. Our new to school teachers, as well as early-career members of staff, will benefit from bespoke CPD, alongside coaching, modelling and peer to peer support. The strategies that we will employ are highlighted as having positive outcomes in research documents including the Teacher Development Trust's, 'Developing Great Teaching Guide' and have proved to be a successful approach in school in the past to ensure high quality first teaching.

Extra specialist support staff employed by the school are integral in supporting class teachers to deliver high quality first teaching by helping to identify gaps in pupil's knowledge and understanding, especially in their key areas of expertise. Use of support staff within a lesson allows teachers to give purposeful, immediate feedback and carry out same day interventions with groups or individual pupils. We also use our specialist support staff for specific intervention programmes to target identified children across school.

In 2020-21, our senior leaders, the higher level teaching assistants and specialist support staff will be delivering and tracking well **planned interventions**, specific to identified needs of the children. These will be monitored closely by the senior leadership team who evaluate the impact of these interventions each half term. Support staff understand their role and are trained regularly to keep their knowledge and skills up

to date. They work with class teachers and senior leaders to regularly review pupils' learning and are placed where they are most needed to support children, and in accordance with their specialist skills. In addition to this, support staff provide an additional layer of valuable emotional support to our children and families.

As a school we believe in **early intervention** in order to begin to diminish the potential differences between disadvantaged children and their peers as soon as possible. We target and work with parents and carers who may require additional support from ourselves or outside agencies, with particular reference to how they can help to support their child at home. Our experienced nursery team, quickly identify any child at risk of falling behind their peers, in order to start to close the gap between themselves and others.

Disadvantaged children within the Early Years Foundation Stage typically have barriers to their learning in the form of communication and language difficulties. Progress and development of these skills is a priority, as this area links directly to outcomes throughout a child's life. (This is evidenced in research carried out by K Sylva et al in the EPPE project 1997-present). The school has in place an 'Oracy Strategy', which ensures the promotion of language skills across school. An additional member of support staff, who is a qualified nursery nurse, allows class teachers in the Foundation Stage to work with children one to one and in small groups and further to this, allows for additional regular interventions to take place in language and physical development. Research and documents such as 'Talking About a Generation' by The Communication Trust and 'Language Unlocks Reading,' by the National Literacy Trust, clearly outline the need to address gaps in communication, including the acquisition of new language and vocabulary, from very early on during a child's time at school. With this in mind children in EYFS, not only receive language based interventions if needed, but all children are taught using, 'Launchpad to Literacy' as prerequisite to phonics, reading and early literacy.

Research projects such as the Educational Endowment Foundation (EEF) have also been used to support our decision making in regards to pupil premium spending. This is further detailed in the schedule of pupil premium spend below. The EEF references, the overall quality of teaching, reading comprehension interventions, as well as phonics and working with parents, as four key ways to support with closing the gap in attainment.

The publication of guidance reports such as, 'Preparing for Literacy,' 'Metacognition and self regulated learning,' as well as 'Working with Parents to Support Children's Learning' from the EEF, alongside their review document, 'The Attainment Gap', have further informed and justified our decisions in school. We have also reviewed our practice in school against the 'EEF Guide to the Pupil Premium' (June 2019).

Alongside this, OFSTED's earlier publications which reference good use of pupil premium spend, such as, 'The Pupil Premium – an Update' July 2014 and 'The Pupil Premium -How schools are spending the funding successfully to maximise achievement' 2013, have been used in our decision making to employ support staff to deliver specific planned interventions, as well as allow class teachers to continue to work with small groups when necessary. Past successes in school, as well as initiatives developed by other schools, have also had an impact on our decisions.

Currently our interventions in school focus on phonics, reading, writing, speech and language development, as well as the development of physical skills. This is in accordance to the school development plan which highlights the need for disadvantaged pupils at the school to attain in line with, or above, their peers in reading and writing by the end of key stage 1 and to make at least 'expected' progress from their starting points, with a high proportion making accelerated progress. Success in these key areas is also promoted through our school curriculum, which is designed to meet the needs of our pupils. A focus on embedding and strengthening development in the 'prime areas' as a foundation for our aim that all children will leave our school with the skills needed to be readers, writers and mathematicians.

Higher ability disadvantaged children have access to a programme of support designed to teach and promote greater depth in English and Mathematics, carried out by a member of the senior leadership team.

A whole school ethos, alongside structured routines and small group targeted intervention, addresses specific behaviours, promotes attachments and encourages collaboration with others. Staff training and

development in this area is being shared with a neighbouring school, through a Learning Mentor, who can deliver bespoke CPD to support targeted Social and Emotional Learning interventions. (EEF Improving Social and Emotional Learning in Primary Schools, 2019).

Opportunities to participate and develop skills throughout the wider curriculum continues to be a priority this year for all of our children, including those in receipt of pupil premium funding. Engagement in a wider range of activities both in and out of school will widen children's experiences and opportunities to develop key knowledge and skills outside of English and Mathematics. These opportunities are also critical for the acquisition of new vocabulary and language, another key driver in our school curriculum. Data outcomes, as well as children's learning in these wider areas of the curriculum have already evidenced the positive impact of this.

Finally, we recognise that some of our children with limited opportunities, in comparison to their peers, will perhaps benefit the most from our 'Character and Well-Being' initiative in school. Our framework brings together aspects of Personal, Social and Emotional Development, including a focus on healthy relationships, Religious Education, as well as Physical Education and Mental Health and Well-being. (Linked to DEF Mental Health in School's Guidance – 2018).

In addition to these aspects, we have designed a set of skills and challenges that children will undertake and achieve during their time in school from nursery to year 2. These have been carefully designed so that the children move through increasing levels of commitment, learning and challenge. At each step, skills and projects have been carefully chosen, not only to build upon previous experiences, but to allow the children the opportunity to take part in work that will benefit both the environment and the community, whether this be on a local or global stage.

The framework is inclusive for all of our children regardless of their individual need or background.

To recognise their achievements there will be different stages of rewards and celebrations. By working within this framework children will not only develop their confidence and self-esteem, they will become positive, independent and self-motivated learners of the future.

Waterton Academy Trust has a clear focus on improving outcomes for disadvantaged children, based upon the latest research. As a school we are supported to review and evaluate our approach and work with a network of professionals on a regular basis throughout the year to do this.

What are our desired outcomes for pupils?

	Desired outcome and how this will be measured	Success Criteria
1	<p>To continue to set aspirational end of KS1 targets for the disadvantaged children (7 children), based upon their individual starting points, so that 86% (6/7) achieve RWM+ 57% (4/7) of children will achieve GDS in one or more areas. This will involve some children making accelerated progress from their starting points – in order to close the gap to ARE and GDS.</p> <p>This will be measured by data tracking throughout the year and the final outcomes in 2021.</p>	<ul style="list-style-type: none"> 86% (6/7) achieve RWM+ 57% (4/7) of children will achieve GDS in one or more areas.
2	<p>To maintain the percentage of pupil premium children whose attendance meets the school target of 96.5% and continue to ensure the percentage of PA in this group is 0%.</p> <p>This will be measured by tracking throughout the year and the final outcomes in 2021</p>	<ul style="list-style-type: none"> The attendance of pupil premium children will be at least 96.5%. The number of pupil premium children who are classed as PA will be 0%
3	<p>To continue increase the percentage of pupil premium children passing the end of Year 1 phonics check so that it is above national.</p> <p>This will be measured by data tracking throughout the year and the final outcomes in 2021.</p>	<ul style="list-style-type: none"> The percentage of pupil premium children passing the end of Year 1 phonics score will be 80% (4/5).
4	<p>To continue to ensure that the percentage of pupil premium children achieving a GLD at the end of Foundation Stage is at least in line with national.</p> <p>This will be measured by data tracking throughout the year and the final outcomes in 2021</p>	<ul style="list-style-type: none"> The percentage of pupil premium children achieving a GLD at the end of EYFS remains at least in line with national.
5	<p>To maintain the engagement of parents and carers of disadvantaged pupils in accessing support and working with their children in school, in order to encourage further support at home. (With an emphasis on reading and sharing expectations). To ensure families of pupil premium children are well supported by school.</p> <p>This will be measured by attendance at events, feedback from parents, monitoring of reading/ reading journals and data outcomes in school, particularly reading.</p>	<ul style="list-style-type: none"> The percentage of parents and carers of disadvantaged children accessing events/training in school is above 75%. Monitoring of reading journals show that more than 75% of disadvantaged children in school read at home at least three times a week. All families of pupil premium children have accessed/been given support from school.(If appropriate / required).
6	<p>To maintain the engagement and participation of disadvantaged children in ALL wider opportunities on offer at school, including full participation in the Lee Brigg Award.</p> <p>This will be measured by outcomes in the wider curriculum such as Physical Development and Expressive Arts and Design at the end of EYFS, (as well as the impact on the APS).</p> <p>At Key Stage 1 this will be measured by the outcomes in all subject assessment at the end of each term as well as examples of learning.</p> <p>Pupil voice surveys, through the year, will measure the impact of events and participation in these.</p> <p>Attendance at after school clubs and cross school competitions will be measured, along with participation in all elements of the Lee Brigg Award.</p>	<ul style="list-style-type: none"> The percentage of disadvantaged children accessing after school clubs remains above 75% The percentage of children participating in events to represent the school increase to 100% The APS score for disadvantaged children at the end of EYFS in 2021 will at least be in line with National The percentage of children achieving expected in PD at the end of EYFS will at least be in line with National. The percentage of disadvantaged children achieving expected in EAD at the end of EYFS will at least be in line with National. The percentage of children assessed at ARE or above in all other subjects continues to be above 80% Examples of planning and children's work will evidence progress and development of skills and knowledge across a range of subject areas. Achievement of end of year badges and certificate for Lee Brigg Award

1. Barriers to future attainment (for pupils eligible for PP, including high ability)			
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		Person/Team Responsible	Cost
A	In order to maintain high quality first teaching across school, bespoke support will be given to the new and early career teachers who are joining the school. Focussed CPD will continue for all staff to ensure the quality of teaching is maintained across school and outcomes for all groups of pupils, including disadvantaged remain in line with and above National expectations in reading, writing and mathematics.	SG / LBK / JW	£2000
B	Disadvantaged children typically enter school (reception / nursery) with a low baseline in speaking, demonstrating poor communication skills and limited vocabulary.	SG / LBK / JW	£2000 +£12,000
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)			
		Person/Team Responsible	Cost
C	A minority of disadvantaged pupils have poor attendance. (3/18) Provide additional support for identified families (both disadvantaged and non-disadvantaged) so that no pupil becomes a PA and all children are targeted to meet attendance expectations (95%+).	SG / LBK	No cost
D	Disadvantaged children typically enter school with limited opportunities and experiences of the wider community and world in comparison to their peers. This has an effect on their knowledge of the world as well as the acquisition of language and vocabulary. Financial restraints of families result in limited extra-curricular experiences when outside of school.	SG / LBK	£1000
E	A small proportion of children cannot access appropriate support within the home environment; this is particularly related to the development of communication, language and literacy skills including reading. Only 60% of disadvantaged children read regularly at home	LBK / EDC / SR	No cost
F	Disadvantaged children typically display low self-efficacy attributes and a high percentage have additional needs linked to safeguarding or family vulnerabilities and currently receive support from school or external agencies.	SG / LBK / EDC / HH / LT	£1000

A. Planned Expenditure – High Quality First Teaching

Barrier - In order to maintain high quality first teaching across school, bespoke support will be given to the new and early career teachers who are joining the school. Focussed CPD will continue for all staff to ensure the quality of teaching is maintained across school and outcomes for all groups of pupils, including those who are disadvantaged, remains in line with and above National expectations in reading, writing and mathematics.

2/8 teachers are new to school (2/4 KS1 teachers) and 3/8 teachers are early in their careers (3/4 KS1 teachers), therefore continued CPD is required to ensure HQF teaching is sustained across all subject areas and any identified 'gaps' in teacher subject knowledge are addressed.

In EYFS a more experienced team is in place. A review of mathematics in 2018/19 established a renewed focus for CPD, to sustain the good practice and high outcomes.

New initiatives and the development of the curriculum, which started in 2018 will continue to be developed and sustained by staff new to school.

The phonics scheme implemented in 2019 will be developed and sustained by staff new to school.

Desired outcome and links to School Improvement Plan	Intervention Description (What are the active ingredients?)	Rationale based upon evidence and linked to barriers.	Implementation Activities	Monitoring date / How will we ensure it is implemented well?	Implementation Outcomes
<p>1. To continue to set aspirational end of KS1 targets for the disadvantaged children (7 children), based upon their individual starting points, so that 86% (6/7) achieve RWM+ 57% (4/7) of children will achieve GDS in one or more areas. This will involve some children making accelerated progress from their starting points – in order to close the gap to ARE and GDS.</p> <p>3. To continue increase the percentage of pupil premium children passing the end of Year 1 phonics check so that it is above national.</p> <p>4. To continue to ensure that the percentage of pupil premium children achieving a GLD at the end of Foundation Stage is at least in line with national.</p> <p>Links to - School Improvement Priorities 1 and 2</p>	<p>To continue a whole school approach of sustaining High Quality First Teaching across all subject areas.</p> <p>Active Ingredient 1 – Identification of any specific targets / CPD required for each member of staff (early career teachers)</p> <p>Active Ingredient 2 - Opportunities for new staff to work with HoS on planning weekly.</p> <p>Active Ingredient 3 – Teachers will plan well structured lessons with a focus on the agreed principles for good teaching.</p> <p>Active Ingredient 3 – Opportunities for staff to observe / be observed by peers – with constructive feedback</p> <p>Active ingredient 4 – Bespoke / targeted and focussed external CPD (e.g. <i>MathsHub, Whole class reading</i>) to be in place.</p> <p>Active Ingredient 5 – Support given by SLT to teachers, to ensure all groups inc disadvantaged and SEN work to individual needs and are working towards aspirational targets</p>	<p>Where High Quality First teaching is outstanding in school, children, including disadvantaged children attain age related expectations and above. As an approach this needs to be consistent and maintained throughout every class in school.</p> <p>Historically when pupil premium children have been in classes taught by consistently good or better teachers, outcomes for these children have been good and accelerated progress has been made.</p> <p>This is supported by the EEF document, 'The Attainment Gap' (2017), which states that, the '<i>Quality of teaching is the biggest driver of pupil attainment, particularly for those from a disadvantaged background</i>' and goes on to discuss research to support this.</p> <p>EEF Guide to the Pupil Premium' (June 2019). '<i>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</i>'</p>	<p>CPD will be given to all staff, including, support staff on research based principles to sustain high quality first teaching. Opportunities for staff to collaborate and share good practice, including subject leaders, will be timetabled.</p> <p>Release time of phase leaders / class teachers to ensure a consistent approach across school to teaching and learning and effective use of agreed strategies for pupil premium children. This will include additional release time for the HoS to work with the early career teachers and staff new to school.</p> <p>Staff training needs will be identified and team planning continued to ensure consistency in approaches to teaching across school</p> <p>Modelling, sharing of best practice across school and team teaching approaches may be employed when necessary.</p> <p>Professional development for new and existing staff will be focussed and the impact of this reviewed.</p> <p>Further staff development will include refresher training on approaches to reading and phonics, as well as mathematics.</p>	<p>Teaching and learning is monitored as part of the half termly monitoring calendar and includes observations and work scrutiny. Monitoring by phase leaders is QA by the Ex HT</p> <p>Monitoring the quality of teaching is carried out half termly by the HoS and external SIP as part of the monitoring calendar.</p> <p>This includes close monitoring of progress and attainment of disadvantaged children. Outcomes for this group are discussed half termly at pupil progress meeting with both individual teachers and as a school staff.</p> <p>Work samples from pupil premium children across school are taken to all external moderation events for further quality assurance and comparisons.</p> <p>Case studies for each child will continue to be used to evidence progress from starting points.</p>	<p>Short Term All staff are able to clearly articulate the agreed principles for HQF teaching and are starting to incorporate these into all lessons. The majority of staff experience a growing confidence in asking pupils the right questions and planning learning that enables disadvantaged pupils to learn effectively and make progress (in relation to end of KS ARE).</p> <p>Pupils outcomes in books will show that they are achieving ARE in reading, writing and maths.</p> <p>Medium term There is a body of evidence in terms of planning and pupils work and monitoring activities that pupils are actively meeting ARE and will achieve or surpass end of year targets..</p> <p>All Staff are confident in their own roles in terms of planning and delivering series of effective lessons, identifying gaps and misconceptions and planning to resolve these (thereby meeting the needs of individuals).</p> <p>Pupils will have made rapid progress between assessment periods</p>

		<p>Research cited by The Teacher Development Trust from Kraft & Papay, 2014 suggests that in schools where teachers improve, the following aspects of the professional environment seem to relate to whether teachers are improving:</p> <p>Peer Collaboration: the extent to which teachers are able to collaborate to refine their teaching practices and work together to solve problems in the school; and Professional Development: the extent to which the school provides sufficient time and resources for professional development and uses them in ways that enhance teaching.</p>	<p>Teaching staff and support staff to continue to observe outstanding practice in our school and across other schools.</p> <p>Staff to be supported by MAT English/Maths leads only when needed.</p> <p>Formal and informational communication from peers, teachers and SLT will ensure constructive and appropriate feedback to staff.</p> <p>Follow up support in terms of coaching will be provided by the SLT on a regular basis.</p>		
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Review Progress at the end of the autumn term	Review Progress at the end of the spring term	Review Progress at the end of the summer term
<p>Focussed CPD to maintain HQF teaching has taken place. This has included: 2 x staff starting the MathsHub Mastery Programme, as well as weekly coaching sessions for those teachers early in their career or new to school. Focussed CPD to improve practice across school has been identified and planned. (See CPD Overview)</p> <p>Current internal data at Dec 2020</p> <p>Y2 – 5/7 disadvantaged children on track for ARE in reading and writing at the end of Y2. 6/7 are on track for ARE in maths. Gaps (lost learning) have been quickly identified and interventions / lessons adapted.</p> <p>Y2 – Phonics Check (Dec 2020) 100% of disadvantaged children passed. 3/7 children achieved a score of 40.</p> <p>Y1 – 3/5 disadvantaged children are working at ARE. (2/5 have an additional SEN).</p> <p>Reception – 3/6 of disadvantaged children are working towards ELGs</p>	<p>To be reviewed again at end of Summer 2021 due to school closure period Jan to March 2021.</p>	

B. Planned Expenditure

Barrier - Disadvantaged children typically enter school (reception / nursery) with a low baseline in speaking, demonstrating poor communication skills and limited vocabulary.

Research has shown that there is a direct link between language acquisition by the age of 3 and outcomes in later life, (including academic, health & well-being, employment). It is therefore our duty as early educators to close this language deficit for all of our children. We need to continue our commitment that all staff see this not only as a priority for children's current learning in school, but the impact that this will have on our pupils for the rest of their life.

High Quality first Teaching, including the implementation of Launchpad for Literacy, a consistent approach to phonics, guided and whole class reading as well as the focus on vocabulary as a key driver across our curriculum, is complemented by effective interventions delivered by trained support staff as well as members of SLT.

Desired outcome and links to School Improvement Plan	Intervention Description (What are the active ingredients?)	Rationale based upon evidence and linked to barriers.	Implementation Activities	Monitoring date / How will we ensure it is implemented well?	Implementation Outcomes
<p>1. To continue to set aspirational end of KS1 targets for the disadvantaged children (7 children), based upon their individual starting points, so that 86% (6/7) achieve RWM+ 57% (4/7) of children will achieve GDS in one or more areas. This will involve some children making accelerated progress from their starting points – in order to close the gap to ARE and GDS.</p> <p>3. To continue increase the percentage of pupil premium children passing the end of Year 1 phonics check so that it is above national.</p> <p>4. To continue to ensure that the percentage of pupil premium children achieving a GLD at the end of Foundation Stage is at least in line with national.</p> <p>Links to - School Improvement Priorities 1 and 2</p>	<p>Active Ingredient 1 – Effective teaching assistants support in class, to enable class teachers to plan and deliver targeted work and same day interventions, alongside immediate feedback.</p> <p>Active Ingredient 2 -In EYFS an additional, highly trained member of staff allows quality interactions to continue, in order to promote language development, alongside teacher interventions using LfL</p> <p>Active Ingredient 3 Teachers and SLT quickly identify those children who require additional intervention in language, phonics, reading or physical skills. Interventions groups are set and planned with HoS.</p> <p>Active Ingredient 4 –Daily interventions / setting of groups which will focus on children's specific needs. Delivery of interventions by class teachers, support staff and SLT ensure all needs are met, including those working above ARE.</p> <p>Active Ingredient 5 - Intervention monitoring, reviews and evaluations are conducted by ExHt and Hos to</p>	<p>The EEF toolkit suggests that quality teaching (including phonics teaching), carried out by a teacher, which specifically meets the needs of the child/group can improve outcome by up to 4 months. Having an additional adult present would enable the teacher to be able to carry out this role as well as support with individualised reading and comprehension activities, targeted guided reading groups and setting of mathematics groups.</p> <p><i>This has had a significant impact on the EYFSP outcomes in 2017/18 and 2018/19 for all pupils as well as those eligible for pupil premium.</i></p> <p>The development of language as a precursor to writing is supported by a new report '<i>Talking About a Generation</i>, from The Communication Trust, which identifies the development of language as key, particularly for disadvantaged children. The new approaches in place focus on continued development of the prime areas of physical development and communication and language as a precursor to future successes in Literacy. An additional adult means</p>	<p>Staff training needs will be identified and team planning continued to ensure consistency in approaches to teaching across school. (Including training for phonics and guided reading for the newest member of staff).</p> <p>Release time of phase leaders / class teachers to ensure a consistent approach to teaching and learning and effective use of agreed non-negotiable strategies for pupil premium children – including implementation of LfL, phonics, teaching of reading.</p> <p>Phase leaders to monitor the quality of the provision and ensure that it matches the needs of the individuals, including challenging those HA pupil premium children.</p> <p>Modelling, sharing of best practice across school and team teaching approaches may be employed when necessary.</p> <p>EYFS leader to model, coach and then monitor interactions, which effectively promote language and challenge. (Assess any staff training needs from this).</p>	<p>This will be measured by data tracking throughout the year and the final outcomes in 2021.</p> <p>Teaching and learning is monitored as part of the half termly monitoring calendar and includes observations and work scrutiny. Monitoring by phase leaders is QA by the ExHT and HoS</p> <p>Work samples from pupil premium children across school are taken to all external moderation events for further quality assurance and comparisons.</p> <p>Outcomes for this group are discussed half termly at pupil progress meeting with both individual teachers and as a school staff.</p> <p>Case studies for each child will continue to be used to evidence progress from starting points.</p> <p>Any interventions undertaken are set with specific targets in mind for each child. These targets are assessed and reviewed following</p>	<p>Short term: All staff are able to clearly articulate the ways in which communication and language is being promoted and developed. Teachers are using support staff effectively, so that they themselves can provide immediate feedback and same day intervention and deliver the agreed approaches. Pupils will take part in more activities where they will communicate meaningfully with others and with the effective support of adults. Pupils phonics lessons and/or interventions will be planned and delivered following a consistent whole school model.</p> <p>Medium term There is a body of evidence in terms of planning and pupils work and monitoring activities that pupils are actively developing their verbal communication skills, including reading and phonics. All Staff are confident in their own roles in terms of developing pupils' verbal communication. Teaching staff are confident that their teaching enables pupils to develop their verbal skills and</p>

	<p>inform planning. Feedback given to support staff and class teachers.</p>	<p>further high quality interactions to develop language and vocabulary can take place.</p> <p>'Preparing for Literacy' (EEF), also suggests supporting evidence for these approaches chosen, including the vital role which adults play in modelling effective language and communication in the learning environment and the use of high quality targeted support for children. This document goes on to state that <i>'High quality targeted support can ensure that children falling behind catch up as quickly as possible and that Small-group support is more likely to be effective when:</i></p> <ul style="list-style-type: none"> • <i>children with the greatest needs are supported by the most capable adults;</i> • <i>adults have been trained to deliver the activity being used'</i> 	<p>HT/DHT (SENDCo) co-ordinate provision for disadvantaged children to ensure that their needs are fully met. Any interventions undertaken are set with specific targets in mind for each child. These targets are assessed and reviewed following the intervention (usually six weeks).</p> <p>Formal and informational communication from peers, teachers and SLT will ensure constructive and appropriate feedback to staff.</p> <p>Follow up support in terms of coaching will be provided by the SLT / SENDCo on a regular basis.</p>	<p>the intervention (usually six weeks).</p> <p>The HT and DHT (SENDCo) have responsibility for monitoring the quality and delivery of the interventions and their impact.</p> <p>The pupil premium governor is also involved in monitoring the interventions in place.</p>	<p>that non-teaching staff are confident in how to support pupils in these areas through effective questioning and structured interventions.</p> <p>Pupils will be improved speakers and listeners and this will have a positive effect on their written outcomes and their understanding of instructions.</p> <p>Pupils will make rapid progress in phonics lessons and through interventions. Pupils' language and vocabulary will improve, which will begin to impact on their work in other parts of the curriculum.</p>
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Review Progress at the end of the autumn term	Review Progress at the end of the spring term	Review Progress at the end of the summer term
<p>New and existing staff have received coaching in the delivery of phonics to ensure a consistent approach across school. Some observations of others / developing of practice has been postponed due to the limitations of being unable to mix 'bubbles'.</p> <p>All staff, especially in EYFS understand the importance and need to develop language and vocabulary – which is evident though planning and day to day interactions.</p> <p>Interventions have started and children have been targeted for additional support. Launchpad for Literacy embed in Nursery practice and is developing in Reception. Further training has been received by staff.</p>	<p>To be reviewed again at end of Summer 2021 due to school closure period Jan to March 2021.</p>	

C Planned Expenditure

Barrier - A minority of disadvantaged pupils have poor attendance. (3/18) Additional support will be provided for identified families (both disadvantaged and non-disadvantaged) so that no pupil becomes a PA and all children are targeted to meet attendance expectations (95%+).

Desired outcome and links to School Improvement Plan	Intervention Description (What are the active ingredients?)	Rationale based upon evidence and linked to barriers.	Implementation Activities	Monitoring date / How will we ensure it is implemented well?	Implementation Outcomes
<p>2. To maintain the percentage of pupil premium children whose attendance meets the school target of 96.5% and continue to ensure the percentage of PA in this group is 0%.</p>	<p>Active Ingredient 1 - Weekly monitoring of attendance and punctuality of disadvantaged children. <i>SR,EDC, HoS</i></p> <p>Active Ingredient 2- HoS to follow up first response calls and work with parents to address any attendance issues.</p> <p>Active Ingredient 3- Regular meetings with / phone calls to parents to establish and build up effective and trusting relationships with school.</p> <p>Active Ingredient 4- Identify parents/families who may require additional support and source this through school, the MAT EWO and / or external agencies.</p> <p>Active Ingredient 5 - Regular meetings/correspondence to all parents highlighting the need for good attendance and consequences of poor attendance on children's outcomes.</p> <p>Active Ingredient 6 – Whole school communication of rewards and initiatives for good attendance, including on the weekly newsletter, attendance displays and end of term prizes.</p>	<p>Involvement of headteacher and the school office team has shown to improve attendance for individuals in 2016/17, 2017/18 and 2018/19</p>	<p>The HoS to continue to work closely alongside the school office team to monitor attendance and punctuality weekly, using the attendance software in place.</p> <p>To reward those disadvantaged children with attendance above 96.5% each half term.</p> <p>To subsidise trips/visit/additional curriculum opportunities to ensure that there are additional incentives for children to want to come to school / enjoy school.</p> <p>Collaborate with Trust EWO and HoS to attend network meetings</p> <p>Communicate to all staff importance of clear and consistent messages around attendance and vigilance with particular individuals and families.</p>	<p>Weekly attendance monitoring in place for key children / groups.</p> <p>Regular reporting to MAT on attendance of key groups.</p> <p>Half termly overview highlighting attendance / improvements of pupil premium children, included in their case studies.</p>	<p>Short Term All staff actively engage in promoting good attendance.</p> <p>HoS, supported by SR/EDC remain vigilant with daily / weekly monitoring and follow ups.</p> <p>Pupils are in school with good attendance and on time.</p> <p>Medium Term Attendance continues to remain above 96%</p> <p>Good attendance impacts positively on pupil outcomes as less learning is lost.</p> <p>No child is at risk of PA.</p>

Review Progress at the end of the autumn term	Review Progress at the end of the spring term	Review Progress at the end of the summer term
<p>Actions in regards to attendance and punctuality are in place.</p> <p>2/18 disadvantaged children remain a concern as they are PA – both due to term time holidays - (however following meetings with parents – this has now started to improve)</p> <p>12/18 disadvantaged children have an attendance of 100%. 14/18 are above the school target of 96.5%.</p> <p>Attendance for disadvantaged children is 98.22% at Dec 2020</p>	<p>To be reviewed again at end of Summer 2021 due to school closure period Jan to March 2021.</p>	

D Planned Expenditure

Barrier - Disadvantaged children typically enter school with limited opportunities and experiences of the wider community and world in comparison to their peers. This has an effect on their knowledge of the world as well as the acquisition of language and vocabulary. In addition to this, financial restraints for some families result in limited extra-curricular experiences when outside of school. For some children this means that they are unable to take part in clubs and competitions outside of school and some children do not always have the correct uniform and/or PE kit.

Desired outcome and links to School Improvement Plan	Intervention Description (What are the active ingredients?)	Rationale based upon evidence and linked to barriers.	Implementation Activities	Monitoring date / How will we ensure it is implemented well?	Implementation Outcomes
<p>To maintain the engagement and participation of disadvantaged children in ALL wider opportunities on offer at school, including full participation in the Lee Brigg Award.</p> <p>To promote and encourage attendance at after school clubs and cross school competitions.</p> <p>To provide all children, including those in receipt of pupil premium additional wider opportunities in PE, The Arts and pupil voice through the initiatives in place in school</p> <p>Regardless of cost, all pupils who are eligible for the pupil premium grant will have access to the appropriate equipment and resources</p> <p><i>Links to - School Improvement Priority</i></p> <p>3</p>	<p>Active Ingredient 1 – Plan a variety of different local and wider visits for children to reinforce and underpin the curriculum taught in school, so that all children are exposed to different experiences to develop their knowledge and vocabulary. Enhance these trips with visitors into school.</p> <p>Active Ingredient 2 - Subsidise all school visits, visitors to school for all pupil premium pupils.</p> <p>Active Ingredient 3 – Actively encourage all disadvantaged children to participate in after school clubs either for free or at a significantly subsidised rate. After school clubs to be more varied, linked to sport and the wider curriculum to accommodate a wider set of pupils’ interests.</p> <p>Active Ingredient 4 – Actively encourage all disadvantaged children to participate in wider opportunities such as the Arts project, sports teams, roles in school and interventions such as ‘balancibility.’</p> <p>Active Ingredient 5 – Class teachers to identify and support all disadvantaged children to complete the Lee Brigg award, by offering additional time and opportunities to complete their tasks where needed.</p> <p>Active Ingredient 6 – Provide necessary uniform, PE kits, and</p>	<p>The EEF toolkit suggests that from wider involvement in the arts, improved outcomes have been identified in English, mathematics and science learning. Wider benefits on attitudes to learning and wellbeing have also consistently been reported. Participating in sports and physical activity is also likely to have wider health and social benefits. Further evidence taken from the EEF’s Teaching and Learning Toolkit supports that collaborative learning through such experiences have a consistently positive impact on pupils</p> <p>These actions will therefore support with addressing the barriers to learning that are linked to poor fine and gross motor skills, poor fitness and diet and children’s low self-efficacy attributes.</p>	<p>Class teachers to work with phase leaders to plan for wider opportunities, that are purposeful and will enrich the curriculum, developing knowledge and vocabulary. CPD will support this.</p> <p>SR/EDC to manage school visits / visitors and costs associated to after school clubs, uniform etc.</p> <p>HWB Leader to monitor pupil’s participation in after school clubs and whether the variety of clubs meets the needs of pupil premium pupils.</p> <p>Class teachers to ensure that all disadvantaged children participate in wider opportunities and roles on offer and monitor participation in Lee Brigg Awards.</p>	<p>This will be measured by outcomes in the wider curriculum such as Physical Development and Expressive Arts and Design at the end of EYFS, (as well as the impact on the APS).</p> <p>At Key Stage 1 this will be measured by the outcomes in subject specific assessments at the end of each term.</p> <p>Pupil voice surveys, through the year, will measure the impact of events and participation in these.</p> <p>Attendance at after school clubs and cross school competitions will be measured</p>	<p>Short term: All staff to understand the importance of providing wider opportunities and experiences, for children, in order to develop their knowledge and language skills. All staff to be aware of how the pupils in their class are being supported with resources to help them to be prepared for school. All staff to have a knowledge of how pupils are being supported to take part in clubs and visits Pupils participation after school clubs remains high and pupils will speak positively about the range of clubs that are on offer. Pupils will have a role or being involved in a wider aspect of school life.</p> <p>Medium term- Participation in lunch and afterschool clubs will have continued to increase and the percentage of disadvantaged children accessing after school clubs remains above 75% Teachers will be able to evidence how wider opportunities such as visits and visitors has impacted on work and progress in lessons. The percentage of children participating in events to represent the school increase to 100% The APS score for disadvantaged children at the end of EYFS in 2021 will at least be in line with National</p>

	<p>equipment so that children can access school successfully. This includes free school milk and subsidising breakfast club where required.</p>				<p>The percentage of children achieving expected in PD at the end of EYFS will at least be in line with National. The percentage of disadvantaged children achieving expected in EAD at the end of EYFS will at least be in line with National. The percentage of children assessed at ARE or above in all other subjects continues to be above 80% Examples of planning and children's work will evidence progress and development of skills and knowledge across a range of subject areas. All disadvantaged children will have achieved the end of year badges and certificate for the Lee Brigg Award.</p>
Review Progress at the end of the autumn term		Review Progress at the end of the spring term		Review Progress at the end of the summer term	
<p>Despite the limitations in being able to provide children additional experiences – all disadvantaged children have been able to participate in the curriculum provided, including the first of the LB award challenges – First Aid (Y2). Where appropriate all children have been given additional roles and staff understand the importance of this to support self esteem.</p>		<p>To be reviewed again at end of Summer 2021 due to school closure period Jan to March 2021.</p>			

E Planned Expenditure

Barrier - A small proportion of children cannot access appropriate support within the home environment; this is particularly related to the development of communication, language and literacy skills including reading. Only 60% of disadvantaged children read regularly at home.

(Events and meetings may be restricted due to procedures in place for Covid-19. If this is the case alternative ways of working with and communicating with parents will be sought).

Desired outcome and links to School Improvement Plan	Intervention Description (What are the active ingredients?)	Rationale based upon evidence and linked to barriers.	Implementation Activities	Monitoring date / How will we ensure it is implemented well?	Implementation Outcomes
<p>To maintain the engagement of parents and carers of disadvantaged pupils in accessing support and working with their children in school, in order to encourage further support at home.</p> <p>(With an emphasis on reading and the sharing of expectations).</p> <p><i>Links to - School Improvement Priority</i></p> <p>3</p>	<p>Active Ingredient 1 - Reading meeting for all parents – share expectations. Target parents of disadvantaged children to attend / access information. Offer strategies of supporting reading at home and discuss long term benefits.</p> <p>Active Ingredient 2 – Target parents and carers of disadvantaged children to attend half termly, ‘learning journey’ sharing sessions with their child and class teacher, (this will allow for feedback on next steps for the child), as well as information meetings and events in school.</p> <p>Active Ingredient 3 – Class teachers carefully plan further opportunities to engage parents and carers of pupils, particularly disadvantaged pupils in school life – e.g. Inspire events</p> <p>Active Ingredient 4 – HoS to check each child’s reading (book) half termly.</p> <p>Active Ingredient 5 – All PP children will read to an adult in school 3 x per week</p> <p>Active Ingredient 6 – All PP will attend lunchtime or afterschool reading club.</p> <p>Active Ingredient 7 –To encourage more children, particularly those in receipt of pupil premium funding, to</p>	<p>The EEF toolkit suggests that increasing parental involvement can improve outcomes by up to 3 months.</p> <p>The actions in place will support with addressing the barriers to learning that some of our disadvantaged pupil’s face – the accessing of appropriate support within the home environment, particularly related to the development of communication, language and literacy skills.</p> <p><i>‘Working with Parents to Support Children’s Learning’ (EEF2019) reports that ‘Parents’ interest and involvement in their children’s learning is consistently associated with positive outcomes for children of all age groups’</i></p> <p>It goes on to suggest that working with parents on strategies to support them with their child’s learning and development at home, as well as sustained targeted support for some families, and a culture of positive communications, are ways to promote positive learning outcomes for children.</p> <p>This is also supported by the new evidence review from the EEF ‘Parental Engagement’ (2019).</p> <p>The EEF toolkit suggests that oral language interventions which include – Targeted reading aloud and discussing books with young children, explicitly extending pupils’ spoken vocabulary and the use of structured questioning to develop reading comprehension can improve</p>	<p>HoS to plan calendar of events including reading meeting, Learning Journey Sessions and other workshops as necessary.</p> <p>Class teachers to inform parents and carers of expectations for their child at school, particularly in relation to reading.</p> <p>Class teachers to plan class assemblies and inspire events as further opportunities to engage parents.</p> <p>All staff aware of all disadvantaged children and therefore the parents to target in terms of attendance at events.</p> <p>HoS to plan reading schedule and inform all staff members.</p> <p>HoS to initiate running of book clubs in liaison with staff.</p>	<p>This will be measured by attendance at events, feedback from parents, monitoring of reading/ reading journals and data outcomes in school.</p> <p>Parent questionnaires to determine further need.</p>	<p>Short Term – All staff will understand the importance of parental involvement on a child’s time in school and potentially their outcomes at school. Staff will understand that to be effective, expectations must be shared and explained to parents. Attendance at school events from parents of disadvantaged children remains high.</p> <p>Disadvantaged pupils are heard to read in school 3 x weekly by a member of staff. Regularly monitoring by HoS ensures that children are on the correct book (they can read fluently and are being challenged).</p> <p>Medium Term - The number of parents and carers of disadvantaged children accessing events/training in school should be above 75%. Monitoring of reading journals show that more than 75% of disadvantaged children in school read at home at least three times a week.</p> <p>Disadvantaged children attend at least one book club and continue to read regularly in school (to build up vocabulary and fluency), this is supported by the HQF teaching of reading in lessons. PP children are on track to meet ARE in reading by the end of their Key Stage.</p> <p>Feedback from parents in regards to the events in school remain positive.</p>

	read at home daily to increase their fluency by continuing the 'reading raffle.'	outcomes by up to 5 months. This work will also address the barriers of language and communication and support those children who receive less support with Literacy development at home.			
Review Progress at the end of the autumn term		Review Progress at the end of the spring term		Review Progress at the end of the summer term	
<p>Disadvantaged children read 3 x week in school, alongside those who fall into the lowest 20%. Staff have recorded information films for parents which share the importance of children reading at home and how they can support with this. Book and reading records are monitored by the HoS.</p> <p>Disadvantaged children are targeted for reading interventions / clubs</p>		<p>To be reviewed again at end of Summer 2021 due to school closure period Jan to March 2021.</p>			

F Planned Expenditure

Barrier - Pupil premium children typically display low self-efficacy attributes (which can result in negative behaviours linked to adverse childhood traumas). A high percentage have additional needs linked to safeguarding or family vulnerabilities and currently receive support from school or external agencies.

Desired outcome and links to School Improvement Plan	Intervention Description (What are the active ingredients?)	Rationale based upon evidence and linked to barriers.	Implementation Activities	Monitoring date / How will we ensure it is implemented well?	Implementation Outcomes
<p>To ensure families of disadvantaged children are well supported by school.</p> <p>To continue to support children in developing higher self-efficacy attributes <i>(linked also to objective D)</i>.</p>	<p>Active Ingredient 1 – Identify specific family / child needs and share with relevant staff.</p> <p>Active Ingredient 2 - All pupil premium children and families access the same 'Level 1' support as those identified at Level 1 safeguarding.</p> <p>Active Ingredient 3 – Discuss family / child needs weekly as a staff and review actions already in place. Identify any new needs.</p> <p>Active Ingredient 4 – HWB leader to plan 'free' regular workshops for parents, some for information and support and others as a chance to work with their child in school</p> <p>Active Ingredient 5 – Work with Learning Mentor from NCPA to enhance CPD of staff / work with groups of children in relation to specific needs – e.g. anger management techniques. Interventions in place, including therapy dog visits for specific children.</p> <p>Active Ingredient 6 – Liaise with external agencies where needed to provide additional timely support.</p> <p>Active Ingredient 7 – Each support staff member has named children to monitor in terms of day to day support and 'checking in.'</p>	<p>Actions linked to developing pupil engagement and supporting children socially and emotionally are part of our wider pupil premium strategy and are supported by the EEF evidence guides – 'Parental Engagement' (2019) and 'Social and Emotional Learning in Schools' (2019).</p> <p>Alongside these, additional research and guidance supports our approach in this area – for example DFE Guidance – Supporting Mental Health in Schools (2018), states that '...partnerships with families should be part of a whole school approach to promote consistent support for children's health and well-being.'</p>	<p>Identification of needs and actions to all relevant staff. Additional CPD provided where necessary.</p> <p>Weekly meetings continue.</p> <p>HLTA / LM timetable to include a weekly session for extra pastoral support for the most vulnerable/disadvantaged pupils. This will focus on collaborative projects which promote competition, peer tutoring and articulation.</p> <p>Release time for HoS to monitor interventions and work with support staff on progress and tracking.</p> <p>Events are in place to continue to build up relationships with parents and carers.</p> <p>Parent questionnaires establish need.</p>	<p>HoS / HWB monitor behaviour of children linked to ACEs – keeping a log of behaviours and interventions.</p> <p>HoS monitors all interventions in place and impact of these in terms of sustainability.</p> <p>Attendance at workshops and information sessions is monitored to establish take up.</p> <p>Support staff report any direct needs related to their supervised children to HoS or ExHT.</p>	<p>Staff understand the wider needs of some children and families and implement actions where appropriate and in conjunction with advice.</p> <p>Parents engage with school and meet the needs of their children.</p> <p>Parents feel well supported by school and engage with support on offer.</p> <p>Robust procedures for safeguarding and family support continue.</p> <p>Improved home / school working impacts on pupil engagement and positive attitudes to school and learning.</p> <p>Targeted interventions are reviewed and identify progress and next steps.</p> <p>Targeted children (those who need additional support) are able to self regulate their emotions and responses with more frequency.</p>

	<p>Active Ingredient 8 – Structured activity is provided for identified children who require it at unstructured times of the day – e.g. lunchtime. Roles are given to support this.</p>				
Review Progress at the end of the autumn term		Review Progress at the end of the spring term		Review Progress at the end of the summer term	
<p>Disadvantaged children are discussed weekly with the whole staff. Further needs are therefore quickly identified and actions can be put in place. Staff have started to receive training into children's mental health needs and ACEs. A health and wellbeing working party has been set up to ensure that this training is used in the most appropriate way. For those identified, contact has been established with parents, one child is accessing external counselling and FiM supports in school with advice. For those who require it, unstructured times have been adapted to their needs, Further staff training has been planned for Spring 2020.</p>		<p>To be reviewed again at end of Summer 2021 due to school closure period Jan to March 2021.</p>			

Additional Information
<p>Due to school closure period Jan – March 2021 many of the interventions were paused. Disadvantaged children were encouraged to attend to school, with % attending. Monitoring of those engaging in remote learning took place, with 100% doing so in some capacity, supported by school. The Covid-Catch-up premium will be used alongside pupil premium funding to support our disadvantaged children.</p>

