Wibsey Primary School

Pupil Premium Strategy Plan 2020-21

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| Academic Year  | 2020-21  | Total PP Budget (incl EYFS/LAC/Ever 6/FSM) | £266,144 (Academic Year 20/21) | Date of PP Review  | July 2021  |
| Total Pupils (including Nursery) | 688 (approx) | Number of PP Pupils  | 232 | Date of Review  | July 2021 |

COVID-19 Update

Due to the changes to educational provision caused by the COVID-19 pandemic the detail in this Pupil Premium strategy has been subject to ongoing review since April 2020. Our use of the funding has been adapted to meet students’ needs as they have arisen, whilst maintaining where possible the principles outlined in this document, and in others related to the PPG.

During the pandemic the following key steps have been taken to ensure that ‘disadvantaged’ pupils’ barriers to learning will continue to be overcome wherever possible:

* Step 1 – Ensuring attendance of pupil premium pupils across the academic year and during any further closures;
* Step 2 – Sustained targeted support informed by continual assessment to identify pupils who are falling behind;
* Step 3 – Supporting effective home learning by creating a well-structured digital offer to mitigate the extent to which the gap widens.

‘Catch Up’ at Wibsey will reflect our bespoke cumulative curriculum and will not just focus on the academic but the whole child. It will:

* Address gaps in pupils’ knowledge, experiences and key skills;
* Address mental health and well-being;
* Address personal development such as social and emotional aspects, and attitudes to learning as well as the academic curriculum;
* Focus on the whole curriculum, including the creative subjects and arts, and not just the core subjects;
* Be cumulative and purposeful,

Future versions of the strategy will reflect the changes that are currently being made.

School leaders with responsibility for administering the PPG have drawn on these helpful publications from the Children’s Commissioner and the Education Endowment Foundation:

<https://www.childrenscommissioner.gov.uk/wp-content/uploads/2020/04/cco-tackling-the-disadvantage-gap-during-the-covid-19-crisis.pdf>

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/>

They will continue to follow guidance and advice from relevant bodies as it emerges, in consultation with other stakeholders.

Attainment and Progress Data

With the cancellation of statutory assessments in 2019 – 2020. Teacher assessments were used in transition so that new teachers could effectively plan recovery curriculum plans. These were based on the likely attainment based on teacher assessment to March 2020 prior to the school closure / lockdown.

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| Attainment and Progress (Sept 2018) | Pupils eligible for Pupil Premium / National 2019 | Pupils not eligible for Pupil Premium |
| EYFS | Pupils eligible for Pupil Premium (24)  | Pupils not eligible for Pupil Premium (65)  |
| Proportion of pupils achieving a good level of development (GLD) | 54% (National 2019 FSM - 57%; ALL 71%) | 60% (National 2019 – non FSM - 74%) |
| Proportion of pupils achieving at least the expected standard in Reading | 71% (National 2019 All – 77%) | 71% (National 2019 All – 77%) |
| Proportion of pupils achieving at least the expected standard in Writing | 54% (National 2019 All – 74%) | 63% (National 2019 All – 74%) |
| Proportion of pupils achieving at least the expected standard in Number | 71% (National 2019 All – 80%) | 74% (National 2019 All – 80%) |
| Year 1 – Phonics | Pupils eligible for Pupil Premium (31) SEND (K) in this group 11% | Pupils not eligible for Pupil Premium (58) SEND (K) in this group 19% |
| Proportion of pupils achieving the expected standard in Phonics | 45% (National 2019 84%) | 69% (National 2019 84%) |
| Key Stage 1  | Pupils eligible for Pupil Premium (31)  | Pupils not eligible for Pupil Premium (58)  |
| Proportion of pupils achieving at least the expected standard in Reading Greater Depth | 58% (National 2019 FSM – 78%) 7% (National 2019 28%) | 79% (National 2019 FSM – 78%) 17% (National 2019 28%) |
| Proportion of pupils achieving at least the expected standard in Writing Greater Depth | 58% (National 2019 FSM – 73%) 3% (National 2019 17%) | 83% (National 2019 FSM – 73%) 14% (National 2019 17%) |
| Proportion of pupils achieving at least the expected standard in Maths Greater Depth | 58% (National 2019 FSM – 79%) 7% (National 2019 24%) | 83% (National 2019 FSM – 79%) 10% (National 2019 24%) |
| Key Stage 2 | Pupils eligible for Pupil Premium (34) | Pupils not eligible for Pupil Premium (52)  |
| Proportion of pupils achieving at least the expected standard in Reading Greater Depth | 77% (National 2019 – disadv 62%) 13% (17%)  | 79% (National 2019 – other 78%) 33% (31%)  |
| Proportion of pupils achieving at least the expected standard in Writing Greater Depth | 77% (National 2019 – disadv 68%) 0% (11%) | 77% (National 2019 – other 83%) 15% (24%)  |
| Proportion of pupils achieving at least the expected standard in Maths Greater Depth | 90% (National 2019 – disadv 68%) 13% (16%) | 94% (National 2019 – other 84%) 33% (32%) |
| Proportion of pupils achieving at least expected standard in Reading, Writing and Maths Greater Depth | 73% (National 2019 – disadv 52%) 0% (5%)  | 73% (National 2019 – other 71%) 4% (13%)  |

Additional data available at Compare School and College Performance website (GOV.UK)

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|  |  | Potential barriers to future achievement (characteristics more likely to be present for pupils eligible for PP)\*I = in-school, which require action inside school; E = external, which require action outside school | Desired Outcomes |
| Quality Teaching For All | A | Lower attainment and slower progress rates made by PP pupils due to the pandemic lockdowns. The children have gaps and misconceptions and find it difficult to retain / recall prior knowledge. | PP pupils maintain at least the standard of attainment they achieved at the end of the previous year and previous key stage. Those who have ‘fallen behind’ make accelerated progress and ‘recover’ or exceed prior attainment standards.  |
| B | Communication skills, especially the development of early oral language and limited vocabulary, affect the ability to articulate thoughts and ideas and these tend to be lower for PP pupils which slows progress when compared to other pupils (E / I) | Improved language acquisition evidenced by learning walks, pupil conversations and book scrutiny, with the progress and attainment difference in Reading, Writing and Maths, between PP and other pupils diminishing. |
| C | Poorer self-regulation and less effective learning behaviour can result in PP pupils being less inclined to engage with the curriculum. (E / I) | Improved positive learning behaviour is reflected in increased participation in lessons and readiness to learn. This is evidenced in learning walks, pupil conversations, book scrutiny and reduced behaviour concern forms. |
| D | Family and home related issues (eg emotional and relationship difficulties, lower academic aspiration, housing and transport challenges, etc) can mean that PP pupils have reduced social and emotional development and are not coming to school ready to learn (E / I) | Family and home related issues are mitigated in-school by sign-posted support and do not contribute to reduced learning, as evidenced by reduced behaviour concern forms. |
| E | Reduced home reading can mean that PP pupils are slower to acquire the basic skills for reading and have, particularly in KS2, reduced reading comprehension (E / I). PP pupils reading ages has not progressed in line with their chronological age and the gaps widens resulting in them not being to access the curriculum for their year group. | Within school there is an embedded reading culture that ensures all pupils read regularly and develop a love of books. Home reading is increased for PP pupils as evidenced by reading journals, book stall data, reading audit, reading data from tracker etc. PP pupils read regularly and have access to high quality books for personal and guided reading. There is an increase in the % of PP pupils reaching EXS at the end of KS1 and KS2 in Reading, thereby diminishing the difference with non-PP pupils.An increasing % of PP pupils have a reading age that is at least in line with their chronological age. |
| F | Many pupils have limited real life experiences beyond their home life and immediate community and do not engage in culturally diverse activities which adversely affects their language acquisition and content / ideas for writing (E / I) | All pupils in school have access to inspirational experiences that enrich their educational provision and contextualise learning, with additionality for PP children when appropriate. Pupils receive a ‘broad and balanced’ curriculum. Increased confidence and knowledge when writing results in an increase in the % of PP pupils reaching EXS at the end of KS1 and KS2 in writing, thereby diminishing the difference with non PP pupils. |
| G | Parental engagement for some PP pupils is not as strong as for other pupils eg support with homework, lower aspirations for their children and this can adversely affect PP attainment | Parents engage with school staff and stronger learning partnerships between home and school are developed, including increased support with homework completion, home reading and attendance at parental workshops and consultation evenings. |
| Targeted Support | H | PP pupils have fallen behind in learning due to missed schooling / learning during the initial lockdown (core and foundation subjects) and / or a lack of engagement during lockdown with the gap widening with non PP pupils | There is a planned recovery curriculum that identifies and addresses gaps in knowledge and understanding as a result of Covid-19 closuresTargeted support for PP pupils by class teachers and associate staff results in PP pupils making accelerated progress and the gap with PP pupils narrowing.Additional intervention sessions will take place based on gaps in learning and with reference to the previous Key Stage result. Interventions will be monitored and impact measured.  |
| I | Home learning is limited for some PP pupils due to many pupils having limited access to technology (such as laptop, iPad, Wi-Fi etc).  | A strong remote learning offer is in place. A new and improved platform is in place (Google Classroom) and all staff are trained in its use. Pupils are familiar with the platform through accessing weekly homework activities and receiving feedback as and when appropriate.In the event of home learning being needed, learning packs are sent home for individuals self-isolating and a process is in place in the event of individuals or a bubble having to isolate. This process involves learning packs and supporting resources including National Oak Academy, Mathletics, Purple Mash and RWI Phonics. With a bubble closure or lockdown there will be a wider home learning offer with whole class registration for pastoral support and well being checks. There will be a mix of live and recorded lesson inputs, reading a story and intervention (both individual and small group).Absent children will be contacted and those who are not engaging with on-line learning. School provides PP pupils with access to technology that they do not have at home so that they can access the ‘at home’ learning.  |
| J | PP pupils have regressed in Phonics and early reading which is a barrier to assessing the wider curriculum  | PP pupils make accelerated progress in Phonics and catch up. They are able to access the wider curriculum |
|  | K | PP pupils had limited access to reading materials during the summer term and therefore, their reading ages are lower than expected. | Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis. Accelerated reader to track this from Y2 upwards.  |
|  | L | Baseline in EYFS is significantly below compared to previous years due to most children not attending nursery or preschool during lockdown.PP pupils do not make the progress required and the gap widens. |  |
| Wider Strategies | M | Lower attendance and poorer punctuality can adversely affect the attainment of PP pupils(E / I) | Increase in attendance and reduced ‘lates’ for PP pupils to diminish any difference between the attendance of PP and non PP pupils.Pupil Premium attendance is higher than the national average for similar children (95%) and within 1% of in-school others and reduced.  |
| N | Mental health issues can mean that PP pupils who may have been adversely affected by closure and Covid 19 are not coming to school ready to learn (E / I) | Staff are better informed and have greater clarity about how to support children with mental health needs. PP pupils who display mental health issues are ready to learn. This is evidenced in learning walks, pupil conversations, book scrutiny and reduced behaviour concern forms. |

Post 2021 lockdown additions

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| Planned Expenditure  |  |  |  |  |
| 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  |
| Quality teaching for all  |  |  |  |  |
| Desired outcome  | Chosen approach  | Evidence/rationale  | Monitoring  | Staff Lead  | Review and intended / actual impact \* |
| Quality of Wave 1 high quality teaching increased  | * Broad and balanced curriculum taught across school – new Cumulative Curriculum from September 2021
* Accountability of Phase Leaders to support and develop staff (distributed leadership)
* PL maximise use of AS across their phase to diminish the difference for PP pupils
* NQTs receive a bespoke CPD package to ensure quality of teaching
* NQTs are placed on the early trial of the ECF and NQT training is to this standard. Mentoring by an outstanding teacher
* Bespoke CPD training programme over the course of the year for all staff
* Phonics (RWI) training for all staff delivering over the course of the year
* Continual assessment by teachers to identify curriculum gaps and pupils who are falling behind
 | NFER research: ‘High quality teaching for all’ is 1 of the 7 key building blocks for successful support of DA children.EEF Toolkit Predicted Impact:Teaching Assistants +1 monthEEFImpact of school closures on the attainment gap: Rapid Assessment June 2020* Recommends high-quality materials are available for ECTs linked to the ECF
 | * PL monitoring and evaluation, including observations, learning walks, book scrutiny (see PL evidence files). Feedback at SMLT
* Governors liaise with linked Phase
 | HT  |  |
| 1. PP pupils maintain at least the standard of attainment they achieved at the end of the previous year and previous key stage. Those who have ‘fallen behind’ make accelerated progress and ‘recover’ or exceed prior attainment standards.

There is a diminishing difference between PP and non PP pupils at the end of each year. | * Curriculum gaps are addressed by quality first teaching.
* Quality CPD for NQTs within school – ECF initial rollout and in school CPD
* Deploy Associate Staff (trained in precision teaching) to provide effective support to targeted individuals/key groups (33% from PP)

£204,219 | EEF tool kit highlights high cost/low impact of TA’s in general. However, there is clear case study/ in school data evidence that investment in precision teaching training and training on learning continuum for TA’s for identified groups/individuals is impacting positively on pupil progress. | * Case Studies – HS Assistant Head Teacher - Inclusion
* Pupil Tracking
* Pupil progress meetings
* Lesson observations
* Data reports to stakeholders
 | SMLT |  |
| 1. Improved language acquisition evidenced by learning walks, pupil conversations and book scrutiny, with the progress and attainment difference in Reading, Writing and Maths, between PP and other pupils diminishing.
 | * CPD for all staff by English lead on vocabulary development plus NQT workshops
* Development of subject specific vocabulary through the cumulative curriculum
* Reinforce a ‘vocabulary-rich’ learning environment with a modern library area
 | PP pupils enter Foundation with significantly lower starting points (2020/21):Nursery - 25% PP pupils entered with expected communication and language development (Baseline Target Tracker)Reception – 33% of PP pupils entered Reception with language below average (NELI screening)Improving Literacy in KS1 / 2 EEF 2017 Developing pupils speaking and listening skills and wider understanding of language including the active and repeated exposure to new vocabulary has strong evidence for improving attainment in LiteracyEEF Toolkit Predicted Impact:Oral Language interventions +4 monthsEarly Years interventions +5 monthsTeaching Assistants +1 monthParental Involvement +3 month | * Data on impact monitored by HS (Assistant Head Teacher – Inclusion / SENDCo and PP / Disadvantaged pupils)
* Pupil tracking
* Curriculum monitoring – SB Senior Leader with overview of curriculum
* Observations
 | SENCO |  |
| C. Improved positive learning behaviour is reflected in increased participation in lessons and readiness to learn. This is evidenced in learning walks, pupil conversations, book scrutiny and reduced behaviour concern forms.D. Family and home related issues are mitigated in-school by sign-posted support and do not contribute to reduced learning, as evidenced by reduced behaviour concern forms. Pupils come to school ready to learn. | * Continued embedding of BLP across school with overview by designated Senior Leader. Management time for Senior leader to monitor

£500* 4 x AS available to settle identified PP children (according to need) to ensure that they are ready to learn by the start of the school day.

£92143 (Inclusion TAs)* Inclusion team available to support with behaviour across school

£92143 (Inclusion Team)* Employ staff for a daily breakfast / after school club (PP ratio)

£7990* Breakfast club funding for 2 children

£487.50 | BLP – school has Gold standard. Learning walks and book scrutiny evidence some increased participation and readiness to learn.Many PP pupils have poor attendance. Breakfast Club attendance enables them to have a calm start to the day and supports attendance. EEF Toolkit Predicted Impact:Meta Cognition and self regulation +8 monthsCollaborative learning (BLP link) +5 monthsBehaviour interventions +3 monthsTeaching Assistants +1 monthArts Participation +2 monthsSports Participation +2 months  | * Monitoring of behaviour concern forms - SENCO
* BLP monitoring – CA (AHT with BLP overview)
* Book scrutiny
* Pupil tracking
* Regular communication between Inclusion team and class teachers
 | HS |  |
| E. Reading culture is embedded across school. Home reading is increased for PP pupils as evidenced by reading journals, book stall data, reading audit, reading data from tracker etc. There is an increase in the % of PP pupils reaching EXS at the end of KS1 and KS2 in Reading, thereby diminishing the difference with non PP pupils. | * Reinforce a ‘vocabulary-rich’ learning environment with a modern library area
* Dedicated library sessions
* Member of associate staff with an identified role in library development
* Library sessions for all classes
* Training for all staff across the year on vocabulary development delivered by Reading lead
* Funding for reading areas within all classrooms

£900* Accelerated Reader purchased and further embedded across school
* Reading team to oversee across school
* Purchase of reading book as a Christmas present for all pupils

£283 | PP pupil attainment 2019:* EYFS: % reaching expected standard in Reading PP 42%, non PP 68%
* KS1: % reaching expected standard in Reading PP 72%, non PP 86%
* KS2: % reaching expected standard in Reading PP 95%, non PP 77%

GLD: 18% PP; 25% non PPImproving Literacy in KS1 EEF 2017 The importance of motivation and engagement and a wide range of literacy experiences in improving literacy has strong evidenceEEF Toolkit Predicted Impact:Oral Language interventions +4 monthsEarly Years interventions +5 monthsTeaching Assistants +1 month | * Analysis of book stall purchases by PP and non-PP – increased books in PP homes
* Pupil tracking
* Impact data - End of KS data evidences diminishing difference at EXS for PP pupils and non PP pupils
* Pupil progress meetings
* Data reports to SMLT
 | English TeamPhase Leaders |  |
| EYFS* Reading Hub created in Reception
* 1 x L1 TA directed to reading within the Huh 1 day a week
 | EEF Toolkit Predicted Impact:Oral Language interventions +4 monthsEarly Years interventions +5 monthsTeaching Assistants +1 month | * Pupil tracking
* Monitoring of library usage / borrowing of books by PP and non-PP
 | CEB |  |
|  | * Utilize Mathletics across school
* Maths team to oversee across school
 | EEF Toolkit Predicted Impact:Reading +3 months (other pupils)Reading +5 months (PP) | * Pupil tracking
* Monitoring of Mathletics usage by PP and non-PP
 | Maths team  |   |
| F. All pupils in school have access to inspirational experiences that enrich their educational provision, with additionality for PP children when appropriate. Increased confidence and knowledge when writing results in an increase in the % of PP pupils reaching EXS at the end of KS1 and KS2 in writing, thereby diminishing the difference with non PP pupils. | * Introduce 11 by 11 treasure chest for PP pupils. Broadening pupils’ horizons by providing experiences, such as theatre and music groups visits to local places of interest
* Music provision – Key Stage 2

£13500* Fully fund residential and other visits and visitors into school

£8029* Part fund mini bus against proportion PP eligibility for regular external visits as part of curriculum.
 | EEF Toolkit Predicted Impact:Outdoor Adventure Learning +4 monthsLearning Styles +2 monthsArts Participation +2 months | * Pupil tracking
* Impact data - End of KS data evidences diminishing difference at EXS for PP pupils and non PP pupils
* Pupil progress meetings
 | KMY |  |
| G. Parents engage with school staff and stronger learning partnerships between home and school are developed, including increased support with homework completion, home reading and attendance at parental workshops and consultation evenings. | * Parent workshops are held across school with targeted invitation for PP pupils

Nursery Nurse cover for Reception workshops (outdoor, Reading, Phonics, Maths) held during the day* Numicon packs purchased for PP parents in Reception

£300* Mark making packs – Reception

£257 | Foundation Stage has seen success in getting PP parents to attend workshops and this relationship to be taken forward into main schoolEEF Toolkit Predicted Impact:Parental Involvement +3 months Primary Homework +2 months | * Increased numbers of workshops across school with increased attendance by PP parents
* Pupil tracking
* Impact data - End of KS data evidences diminishing difference at EXS for PP pupils and non PP pupils
 | HS |  |
|   | Total budgeted cost  | £235965.50 |

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| Targeted support  |
| Desired outcome  | Chosen approach  | Evidence/rationale  | Monitoring  | Staff Lead  | Review and intended / actual impact \* |
| A. Pupils achieve the expected standard (EXS) or make rapid progress to catch up with peers at the end of each key stage so that the difference is diminishing between them and other pupils.Gaps in learning due to lockdown are diminishedData analysis at key assessment points evidence accelerated progressB. Improved language acquisition evidenced by learning walks, pupil conversations and book scrutiny, with the progress and attainment difference in Reading, Writing and Maths, between PP and other pupils diminishing.E. Home reading is increased for PP pupils as evidenced by reading journals, book stall data, reading audit, reading data from tracker etc. There is an increase in the % of PP pupils reaching EXS at the end of KS1 and KS2 in Reading, thereby diminishing the difference with non PP pupils.*.* | * Deploy Associate Staff to provide effective support to targeted individuals/key groups (34% from PP)
* Exceptions grids are used as a transfer document to the following year group and form an initial document to inform gap filling
* Subject leads identify gaps in Foundation subjects and changes made to LTP to gap fill key concepts in subsequent years
* Cover for recovery intervention – additional teacher for release of class teachers

£204219 | There are many pupils who are currently in receipt of PP funding and are also on the SEND register – these pupils are particularly vulnerable in terms attainment and progress and are below ARE. Many PP pupils rely on additional TA support to access tasks. They may have limited access to language, extra-curricular experiences and / or emotional / behaviour needs.The Education Endowment Fund tool kit highlights high cost/low impact of TA’s in general. However there is clear case study/data evidence that investment in precision teaching training and training on learning continuum for TA’s for identified groups/individuals is impacting positively on pupil progress. | * Case Studies – HS senior leader
* Pupil Tracking
* Pupil progress meetings
* Lesson observations
* Data – subject leads, assessment lead
 | SMLT  |  |
| Associate staff trained to, and deliver, nationally available/recognised intervention strategiesa.Precision Teachingb.Talking Partnersc. Wellcomd. Wave 3e. NELI£204219 | The Education Endowment Fund tool kit highlights moderate cost/medium impact of small group tuition. There is evidence that intervention grouping is impacting positively on pupil progress.EEF Toolkit Predicted Impact:Feedback +8 monthsOne to one tuition +4 monthsLearning Styles +2 months | * Pupil Tracking
* Pupil progress meetings
* Blob Tree
* Boxall Profile
* Concentration spans
* 2Simple data
* Intervention impact data
* AHT report termly to SMLT
 | HS |   |
| FS / KS1 RWI groups delivered by AS (33% from PP) £ 68073 | Reading interventions rated highly on EEF Toolkit.Reading Interventions +Internal data shows RWI highly effective eg Phonics data 2017 for Y1 test PP - 91% | * RWI data
* Tracking data
* Phonics statutory assessment data
 | RD / SB |  |
| KS1 and KS2 – same-day interventions Maths continuum – AS. (33% from PP) £ 68073 | Feedback + 8 months (EEF Toolkit) | * Tracking data
* Micro-data for maths
 | MD |  |
| Tuition Partners (funded by Catch Up funding) work with predominantly PP pupils Additional teacher brought in to enable teachers to deliver their own recovery intervention (Catch Up Funding) | The Education Endowment Fund tool kit highlights moderate cost/medium impact of small group tuition. There is clear evidence that providing intervention grouping is impacting positively on pupil progress and ensures catch up. See also EEF toolkit for feedback (+8 months) and individualised learning (+3 months).Feedback + 8 months One to one tuition +5 months (EEF Toolkit) | * KS2 data – PP attainment rises to diminish the difference with non PP Pupils
* Accelerated progress for PP pupils in Maths
* Pupil Tracking
* Pupil progress meetings
* Tuition data
 | KMY |  |
| * Continue to utilize and embed accelerated reader across school

£2863.20* Reading team to oversee across school
 | EEF Toolkit Predicted Impact:Reading +3 months (other pupils)Reading +5 months (PP) | * Pupil tracking
* Monitoring of library usage / borrowing of books by PP and non-PP
 | Reading Team |  |
| * Utilize Mathletics across school
* Maths team to oversee across school
 | EEF Toolkit Predicted Impact:Reading +3 months (other pupils)Reading +5 months (PP) | * Pupil tracking
* Monitoring of Mathletics usage by PP and non-PP
 | Maths team  |  |
| B, Improved language acquisition evidenced by learning walks, pupil conversations and book scrutiny, with the progress and attainment difference in Reading, Writing and Maths, between PP and other pupils diminishing. | * Welcomm Programme continued to improve receptive and expressive language in Nursery – 12 sessions
* NELI programme in Reception delivered by Associate Staff

2 x L3 TA, 1 x L1 – 5 sessions each per week plus 3 days training | PP pupils enter Foundation with significantly lower starting points (2020/21):Nursery - 25% PP pupils entered with expected communication and language development (Baseline Target Tracker)Reception – 33% of PP pupils entered Reception with language below average (NELI screening)EEF Toolkit Predicted Impact:Oral Language interventions +4 monthsEarly Years interventions +5 monthsTeaching Assistants +1 month | * Data on impact monitored by HS (AHT – Disadvantaged / PP and SEND pupils)
 | HS |  |
| Specific speech and language support from therapist – 1 day alternate weeks across school £6195 | Improving Literacy in KS1 / 2 EEF 2017 Developing pupils speaking and listening skills and wider understanding of language including the active and repeated exposure to new vocabulary has strong evidence for improving attainment in LiteracyEEF Toolkit Predicted Impact:Oral Language interventions +4 monthsEarly Years interventions +5 monthsTeaching Assistants +1 month | * Assessment by Speech and Language therapist. Monitored by SENCO
 | SENCO |  |
| D. Family and home related issues are mitigated in-school by sign-posted support and do not contribute to reduced learning, as evidenced by reduced behaviour concern forms | * Small group intervention and targeted nurture support provided by the Pastoral team
* Attachment training for SENDCo and Mental Health Lead

£600 | EEF Toolkit Predicted Impact:Behaviour interventions +3 months | * Monitoring of behaviour concern forms – SENCO
* Pupil tracking
 | HS |  |
| H. PP pupils make accelerated progress at each assessment point and the gap with PP pupils narrows. | * Subject managers identify and disseminate how teachers should work with LT and MT planning to address missed content
* Teachers are clear about the missed content
* Assessment / Subject leaders plan for how PP starting points will be identified for September 2020 and specific actions moving forward
* TAs deliver IPN to provide intensive gap filling
* Catch Up / Recovery Tutors work predominantly with PP pupils
 |  | * Pupil progress meetings with HT / DHT
* Regular meetings between year group staff and Phase Leaders
* Catch Up / Recovery data monitored through measured progress of PP pupils in these groups
 |  |  |
| I. PP pupils who are isolating or at home during lockdown have the necessary IT resources and are engaging with their learning  | * Senior leader develops remote learning offer across school
* Order and distribute government laptops and other IT resources as needed
* Create a register of those who do and do not have access to WIFI, tablets and or laptops.
* Buy additional resources where needed: tablets, dongles, SIM cards

 £5562* Year group and personalised tasks consolidating previous learning
* Printed packs for all pupils as requested – no disadvantage due to lack of technology
* Offer of laptops to be borrowed for home learning
* Dedicated home learning page on school website
* On line registration for all classes to help pupils keep in touch
 | EEFImpact of school closures on the attainment gap: Rapid Assessment June 2020* Providing access to teaching via technology has the potential to make a small-to-moderate positive impact on learning during school closures
* Parental engagement in children’s learning and the quality of the home environment are associated with improved academic outcomes at all ages

Children’s Commissioner Briefing April 2020Without intervention school closures are likely to widen the disadvantage gap further still.Pupils from middle class homes (30%) are more likely to have taken part in online lessons than working class pupils (16%)Those most likely to fall behind are:1. Those who live in overcrowded or noisy homes
2. To be without adequate access to the internet
3. More likely to have parents who are less able to support their children with learning.
 | * Log of laptops, tablets, dongles etc given to PP pupils
* Monitoring of engagement when isolating or on lockdown
 | HS |  |
| J. PP pupils make accelerated progress in Phonics and catch up. They are able to access the wider curriculum  | * RWI Phonics taught into Year 3 and additional sessions in Year 1 and 2
* TAs unfamiliar with RWI Phonics delivering within year group receive RWI training and have access to training videos
* RWI development days purchased
* Teacher dedicated to Phonics catch up (3 days a week) working with identified children in Years 1,2 and 3
 | The Phonics teacher has a background in KS1 teaching and is skilled in Phonics teaching. | * Monitoring of RWI progress
* Monitoring of impact of Phonics teacher
 | Assessment leadPhase LeadersEnglish Lead |  |
| K. PP pupils’ reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.  | * Accelerated reader to be used and track this from Y2 upwards.
* Training for NQT staff in Accelerated Reader
* English specialist bought in to work across years 4-6 with PP pupils (Catch-Up funding)
 |  | * Pupil tracking
* Impact data - End of KS data evidences diminishing difference at EXS for PP pupils and non PP pupils
* Pupil progress meetings
* Data reports to SMLT
 | English TeamPhase Leaders |  |
| L PP pupils make accelerated progress in EYFS and PP attainment at GLD is in line with nationalPP pupils oral language skills are developed and therefore decreasing the likelihood of experiencing difficulty with reading  | * Curriculum focuses on the prime areas of learning
* Resources are purchased as required
* PP pupils make accelerated progress in all areas of learning
* PP pupils take part in NELI program resulting in accelerated progress
* Reading Hub created in Reception
* 1 x L1 TA directed to reading within the Hub 1 day a week
 | EEF Teaching and Learning Toolkit Early Years Interventions +5Teaching Assistants +1 | * Pupil tracking
 | CEB |  |
|  Total budgeted cost  | 15220.20 |
| Wider Strategies  |
| Desired outcome  | Chosen approach  | Evidence/rationale  | Monitoring  | Staff Lead  | Review and intended / actual impact \* |
| M. Increase in attendance and reduced ‘lates’ for PP pupils to diminish any difference between the attendance of PP and non PP pupils.Pupil Premium attendance is higher than the national average for similar children (95%) and within 1% of in-school others and reduced.  | * Provision of weekly attendance data to AHT inclusion.
* External services used to support attendance procedures
* Regular attendance meetings complemented by weekly attendance reports
* In school provision for Key worker children and vulnerable pupils during January – March lock down 20/21
* Regular contact with families to repeat offer of attendance in school
 | NfER / DfE recommendations November 2015 include attendance.The severe negative effect of absence poses a particularly high risk for disadvantaged pupils, who typically have lower rates of attendance and whose families have indicated that they would be substantially less likely to send their child back to school if given the choice (IFS 2020)Children’s Commissioner Briefing April 2020Without intervention school closures are likely to widen the disadvantage gap further still. School closures are likely to reverse the progress made to narrow the gap in the past decade.Supporting effective remote learning will mitigate the extent to which the gap widens | * Weekly attendance figures shared with SMLT.
* Attendance reports to Governing Body.
 | HS |  |
| F. All pupils in school have access to inspirational experiences that enrich their educational provision, with additionality for PP children when appropriate. Increased confidence and knowledge when writing results in an increase in the % of PP pupils reaching EXS at the end of KS1 and KS2 in writing, thereby diminishing the difference with non PP pupils. | * Year group budgets used to subsidise class visits so all pupils can access out of school opportunities
* Enrichment for PP pupils: music therapy, music tuition

£1536 * School residential – cost covered for PP pupils

£8029* Brathay weekly sessions and visits for Y5 / Y6

Cost £2800 for the 10 children for sessions and 2 visits | Many PP Pupils do not have access to music lessons or club membership. Physical activity is key for good mental health and many pupils find a new hobby having been given opportunity to try clubs at school.Many PP Pupils do not have access to residentials and day trips due to lack of funding. These visits are integral to pupils’ learning experiences in order for learning to be ‘brought to life’. Residentials give pupils an opportunity to be more independent and build relationships with their peers. Physical activity is key for good mental health and many pupils find a new hobby having been given opportunity to try clubs at school.EF Toolkit Predicted Impact:Outdoor Adventure Learning +4 monthsLearning Styles +2 monthsArts Participation +2 months | * Pupil tracking
* Impact data - End of KS data evidences diminishing difference at EXS for PP pupils and non PP pupils
* Pupil progress meetings
 | DHT |  |
| N. PP pupils who display mental health issues are ready to learn. Staff are confident in supporting PP pupils with mental health. | * Inclusion lead and team (TAs) identify and support PP families to alleviate barriers to learning.
* Identified children receive music therapy

£564* Focus on supporting mental health needs on return to school in September and after any subsequent closures
* CPD for staff – from Mental Health Lead and Education Psychologist
* Well-being questionnaire on return to school – followed up by the Inclusion team
* WSFL lead provides support and units for classroom use by teachers in September and following any subsequent lockdown where pupils can explore emotions and issues related to Covid-19
* Weekend hunger packs funding for families (LEA funding)
* £30 uniform vouchers per family

 £6000* Full uniform vouchers – 3 children

£487.50* Regular contact with vulnerable families to check on well-being
* Free school meal vouchers issued
* Close liaison between class teachers and SENCO
 |  | * Attainment and progress data
 | Assessment leadPhase Leaders  |  |
| Safeguarding | * Completion of vulnerable returns to LA
* Continued external agency support where necessary
* Continued use of CPOMs for staff to log concerns during lockdown
* Raising awareness of online harms
 |  |  |  |  |
|   |  |  | Total budgeted cost  | £263073.20 |
|  |  |  | Overspend | -£3070.20 |

\* - including impact on non-PP pupils where appropriate