

Pupil premium strategy statement – St Paul's 20-21

1. Summary information					
School	St Paul's Community Primary School & Nursery				
Academic Year	2020-21	Total PP budget (Jan 2020 census)	£76,975	Date of most recent external PP Review	2019
Total number of pupils	174 (Sept)	Number of pupils eligible for PP	57 (33% of school)	Date for next internal review of this strategy	20.01.21

Principles and aims at St Paul's CP School & Nursery:

- We ensure that our teaching and learning opportunities for children meets the needs of all pupils
- We ensure that our vulnerable pupils, including our socially disadvantaged pupils, have their needs met by ensuring they receive appropriate provision as well as increase their cultural capital.
- In making this provision, we also recognise that not all pupils who receive pupil premium funding are socially deprived.
- Pupil Premium funding will be allocated following a needs analysis, which will identify priority groups or individuals at any given time.

2. Current attainment 2020 KS2 Outcomes Based on Teacher Assessment and Predictions. No KS2 SATs due to Covid 19.			
*14 pupils were classed as disadvantaged, 3 with SEND	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Expected in reading, writing and maths			N/A
% achieving Expected in Reading	55%	59%	N/A
% achieving Expected in Writing	45%	65%	N/A
% achieving Expected in Maths	45%	53%	N/A
Progress measure in reading	-	-	-
Progress measure in writing	-	-	-
Progress measure in maths	-	-	-

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Poor oral language skills - including a poor exposure to quality language and vocabulary/ experiences outside of school. Pupils with poor retention and lack of independence. Receptive and Expressive language barriers. This impacts on reading and also mathematical language throughout as pupils do not always understand what is being asked of them.

B.	Pupils who fall into categories of multiple barriers such as PP+ SEND+ Vulnerable- high proportion in the school where PP isn't highest/ primary barrier. IDACI= 0.327
C.	Legacy of areas of some deficit of quality first teaching- some poor teaching and learning for current Year 4-6 groups as they moved up the school- deaths in service, teachers in capability & leaving mid-year etc as well as low pools of applicants for teaching posts/ need to use supply teachers.
D.	Pupils have experienced significant loss of learning time and varied learning opportunities during Covid19 lockdown, especially where there has been limited access to technology and access to online learning tools used by the school.

External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	<p>Wide range of social care issues and needs- some issues of neglecting needs/ domestic violence/ toileting problems/ health issues/ low aspirations/ speech and language issues.</p> <p>There are also a few attendance issues for specific individuals- especially disadvantaged pupils with SEND or on the highly vulnerable register. Pupils in KS2 are not heard to read aloud at home on the whole and this is reflected in reading records.</p> <p>We have quite high mobility and a number of pupils are not "home-grown" and come to us with gaps in knowledge, understanding and skills.</p>
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Review of 19-20 Expenditure

Due to an additional review of Pupil Premium within 19-20, some approaches will be carried on and developed further within 20-21 plan

Desired Outcome	Chosen Approach	Impact	Lessons learned
<p>All pupils receive high quality teaching of reading and teaching in how to express their thoughts in writing, using texts for reference and evidence</p> <p>Pupils develop a love of reading</p>	<p>Training of all methodologies for teaching reading</p> <p>Human resources deployed/ timetabled to support as many groups as possible</p> <p>Weekly timetabled sessions of guided, shared and whole class text reading</p> <p>Introduce Reading Vipers to structure comprehension questions and evidence gathering</p> <p>Accelerated Reader for all pupils</p>	<p>STAR reader assessments were administered after February half term but unfortunately due to school closures from March 2020, Accelerated Reader was unable to launch fully. MyOn was made accessible to all children during the lockdown period. Zoom sessions were also made available to all children in KS2.</p> <p>During the lockdown period, staff were deployed to ensure all books were set up on Accelerated Reader and shared with classes to enable the scheme to be launched officially in September 2020.</p> <p>Opportunities were created by staff to enable exchanges of reading books and home packs for those not able to use technology regularly or at all.</p> <p>Reading led basic CPD session on training to ensure staff are fully equipped with the skills and knowledge to role the program out immediately although this requires refresh in Autumn 2020 on return to school.</p> <p>Weekly timetabled guided reading sessions in place from Sept 2019 as well as weekly sessions of shared reading and whole class reading.</p> <p>VIPERS comprehension structure launched October 2019</p> <p>Monitoring of reading has revealed that pupil's topic vocabulary started to improve and pupils were beginning to respond better to comprehension questions through adult modelling.</p> <p>Data to end of Autumn 2 reveals for Reading: Year 1 - 0% of PP achieving ARE (11% non-PP)</p>	<p>VIPERS are partially embedded and having impact on how pupils reflect on their reading- Further Training required for new staff joining the school post Jan 2020.</p> <p>Rigorous monitoring by Reading Lead and SLT to continue from September 20 to ensure children are receiving high quality Guided Reading sessions and a rigorous diet of reading throughout each week. The focus will need to be on the impact of VIPERS and progress in pupil's reading within Accelerated Reader.</p> <p>Apply for place on the Voice 21 project to improve oracy and pupil's communication skills.</p> <p>New Reading Displays in each bay area to raise the profile of reading and texts for pupils to try and then evaluate.</p> <p>Accelerated Reader to be rolled out fully from September to increase exposure to a range of high - quality texts.</p>

		<p>Year 2 – 29% of PP achieving ARE or above (33% non-PP)</p> <p>Year 3 – No data recorded due to temporary staffing arrangements</p> <p>Year 4 – 60% of PP achieving ARE or above (76% non-PP)</p> <p>Year 5 – 75% of PP achieving ARE or above (53% non-PP)</p> <p>Year 6 – 55% of PP achieving ARE or above (59% non-PP)</p>	
Pupils will have high quality texts to support their learning and skills development.	<p>Booster training for staff regarding book selection and allocating well-pitched texts to meet pupil needs.</p>	<p>High quality read texts purchased and put in place.</p> <p>All current reading books sorted and levelled according to Accelerated Reader to ensure accurate match to pupils needs and ability.</p> <p>Reading frameworks ensure that all children are accessing age appropriate texts as part of their reading diet.</p> <p>New Accelerated Scheme will assess children's ability via STAR Reader to ensure children are access texts as appropriate for their reading ability.</p> <p>Regular Book Swaps were set up during lockdown to ensure pupils had access to the scheme texts and other reading material.</p> <p>myON was utilised during lockdown to enable pupils to interact with text projects although not easily accessible due to technology issues in pupils homes.</p> <p>Zoom reading sessions were presented weekly in KS2 to enable pupils to have direct teaching and feedback.</p>	<p>Reading lead to review frameworks and accessibility to high quality texts termly.</p> <p>Impact of Accelerated Reader will come when fully launched</p> <p>Accessibility for technology is a barrier for some. Questionnaires to go out to parents Sept 20 to enable school to tailor resources for pupils in future. Find future alternatives.</p>
Pupils develop greater independence in mathematical application and the ability to read and unpick calculations within written problems.	<p>Pupils have well differentiated work based on White Rose Maths, including strategies such as Bar Modelling etc Staff trained well to use approach and following the frameworks in scheme.</p> <p>Problem solving to be an integral part of maths delivery within each unit.</p> <p>Children across the school required to complete "5 a day" to maintain mathematical fluency to enable more fluency when</p>	<p>White Rose Maths scheme was introduced in the summer term 2019- training provided by LCC maths advisor LN has delivered training on bar modelling, using manipulatives, expectations, problem solving etc throughout to teachers and TAs.</p> <p>Book scrutiny in the Autumn and Spring Term 19-20 revealed that the frameworks were being used and there were higher expectations being set in a number of classes.</p> <p>5 a day was being used well in KS2 and Y2 and had started to be used in Y1 towards the end of the Autumn Term- evidence showed that pupils calculation speed and recall was improving and ensured concepts weren't forgotten between units of work</p>	<p>LN to send staff questionnaire out in September to audit knowledge and skills of all staff (to include TA's and new staff).</p> <p>Rigorous monitoring by SLT and Maths lead to ensure regular exposure to problem solving and reasoning opportunities.</p> <p>Purchase Star Maths to enable teachers to more accurately assess pupil progress and attainment in maths from September 20</p> <p>Training for staff for Star Maths and diagnostics</p>

<p>Children will have regular exposure to the Arts and will possibly consider developing their own skills that are less academic</p>	<p>START programme, supported by the Arts Council and South Holland Centre. This will enable pupils to achieve arts awards and widen their experiences.</p> <p>Attend events through the School Choir throughout the year</p> <p>Continue to provide additional clubs, such as Street Dance and access to Karate.</p>	<p>START programme was in place within Autumn Term and pupils were able to contribute to their Arts Awards, building on the previous year.</p> <p>TAs in Y5&6 received training on the programme and the Arts Awards materials prior to academic year 19-20 to support pupils.</p> <p>Choir Leader was secured and weekly rehearsals were held in the Autumn Term. The Choir came second in the local Christmas Choir competition and just under 45% were PP. The choir also preformed at the Springfield Lights Switch on and as part of the Christmas Market Day.</p> <p>Street Dance was held weekly and approx 60% were PP-pupils attending regularly. There was also a waiting list to join.</p> <p>Pantomime brought into school to ensure pupils had the experience and able to interact with actors close up.</p> <p>Dance Workshops (Bringing Books to Life) held for N-Y6 in March 2020 encouraging pupils to engage with the texts prior to, during and post event.</p>	<p>Await advice from South Holland Centre about the roll out of the programme post Covid closure</p> <p>Look closely at alternative resources to ensure pupils are still exposed to the arts while venues aren't functioning as normal / not open to the public- to ensure cultural capital is not lost. Look for opportunities to celebrate the arts in assemblies.</p> <p>Find opportunities to bring the arts into school virtually.</p>
<p>Training for staff, especially TAs, in order that interventions and interactions are pertinent to the learning and needs of the pupils.</p> <p>Impacting positively on pupil progress</p>	<p>Training schedule delivered across the year, targeting approaches identified in the EEF research/ recommendations. Both to teachers and TAs.</p>	<p>Staff training delivered every half term and new expectations and tools applied in classroom practice- focus was on questioning, when to intervene/ interact, developing independent learners etc</p>	<p>Research by EEF to be regularly reviewed by PP champion to ensure best use of spending.</p> <p>Audit of staff (including TA) to ensure training delivered so staff impact in the classroom and through intervention is optimised.</p>

Pupils receive additional support with current learning in order to address any misconceptions and ensure they can access the subsequent lesson more easily.	Pupil Premium Mentors assigned to specific year groups in the afternoons to enable scooping and pre- teaching. 3 in KS2 and 1 in KS1 and 1 in EY	Pupil Premium mentors were assigned to all year groups. PP mentors directed to liaise with class teachers to ensure scooping/pre-teaching is effective in supporting classroom skills. Pupils receive regular mentoring and coaching to improve. Full impact cannot be recorded due to lack of data in light of COVID closure.	Ensure close monitoring of PP children receiving support from PP mentors/ classroom staff. Baseline assessments and annotated logs of sessions to ensure pupil outcomes are improved. KJ to observe PP mentor delivering sessions with children to ensure effective.
Pupils will feel emotionally, socially and mentally ready to actively participate in lessons and learning.	Additional Needs Coordinator to ensure good attendance, preparedness for lessons and individual or group work where necessary to support individuals/ groups where needs lie. Learning Mentor assigned to work with groups to support life skills and hygiene, self esteem, attendance issues etc LEGO Therapy sessions	Additional Needs Coordinator has worked to support families with Learning Mentor appointed in January 2020 and focused on supporting a very vulnerable and high PP class until lockdown and then sessions in the afternoons with groups of pupils. Impact was fewer behavioural issues resulting in pupils being out of class, staff feeling supported in keeping pupils learning and no exclusions/ seclusions. Lego therapy was used target pupil and this had a positive impact on their confidence and self esteem within lessons. Teachers commented on this.	Additional Needs coordinator will continue to liaise with families to ensure upward trend in attendance and it is maintained. Role of Learning Mentor to be reviewed due to resignation in Sept 2020 to ensure effective spending under Covid restrictions. Lego therapy to continue and other staff trained to deliver to pupils.
Disadvantaged pupils will be able to attend all visits and extra-curricular activities	Residential Subsidies for visits Financial literacy workshops for Y6. 11+ support sessions	Residential visit for Y6 booked but cancelled due to CV19. Monies returned to families even though not refunded by the centre we were due to attend. All pupils able to attend trips that were booked for and that were able to go ahead before lockdown. No one missed out. Y6 pupils were introduced to the concepts of money management- a skill needed in the future. Promotion of financial independence	Restart bookings for 20-21 under CV restrictions/ guidelines Following post CV19 mass unemployment, trips and visits will need to be costs effective and not put any undue pressure on the families and school budget. Look at bringing in virtual experiences into the classroom.

<p>Pupils attend school regularly and on time</p>	<p>First day calling and collections when required</p> <p>Parenting classes</p> <p>Continue to provide a free Breakfast Club for all pupils, to ensure attendance remains in line with/ above national.</p> <p>Vary menu and have “special days” to attract new pupils attending</p>	<p>School office staff and Additional Needs Coordinator has worked effectively to ensure phone calls are made on first day of absences and home visits are procedure in cases of persistent absence and unexplained absence.</p> <p>Attendance issues and barriers to learning scrutinized and monitored regularly by the Additional Needs Team. Early Help provided for parents with needs around sleep and morning routines.</p> <p>By Jan 2020, overall PP pupil's attendance was higher than non-PP in school and higher than the national average for the same group.</p> <p>Data capture from Sept 19 to end of January 20 shows attendance was:</p> <p>Year 1- PP – 92.86% (Non-PP-98.98%) Year 2- PP – 86.73% (Non PP- 94.41%) Year 3- PP - 92.26% (Non PP 95.29%) Year 4- PP - 93.57% (Non PP 94.73%) Year 5- PP – 97.63% (Non PP 97.14%) Year 6 – PP – 97.08% (Non PP – 97.77%)</p> <p>Parents classes/ coffee and chat sessions held in Autumn term to share good ideas to support pupils at home and to build positive home/ school relationship with hard to reach parents. This was starting to be very productive and was proactive rather than reactive.</p> <p>Released an experienced TA to lead Family Learning Sessions for identified KS1 families. Well attended and this has had an impact on 75% of the families and their children's learning prior to and during lockdown.</p> <p>Families also engaged better with the school, opened the dialogue and empowered parents to try new things at home.</p> <p>Breakfast Club continued to operate until Covid School Closures. Breakfast was provided to families throughout the lockdown period through hunger provision- weekly breakfast packs collected by identified families.</p> <p>Free School Meal vouchers were administered throughout.</p>	<p>School office and Additional Needs Team to continue to monitor absence and regularly review.</p> <p>Parenting classes will not be offered due to Government guidance restricting visitors on the premises. However, Additional Needs Coordinator will continue to support vulnerable families and submit Early Help Assessments wherever deemed appropriate until family learning can resume.</p> <p>Provide Grab and Go Breakfasts under new Covid restrictions to ensure hunger provision still in place. Breakfast Club will recommence as soon as guidelines enable.</p> <p>Catering Supervisor to continue to review menu choices and ‘special days’ to attract new pupils.</p>
<p>Pupil self-esteem and preparedness for learning/ pride in school</p>	<p>Uniform subsidy & Red jumpers</p>	<p>Pupils with key roles were awarded with Red Jumpers up to school closures and those on the next tranche of awards were provided with wrist bands to celebrate their commitment- awarded to Y6 at the end of the academic year.</p> <p>Two-thirds of Y6 pupils returned during partial opening in June 2020.</p> <p>PP families made applications for uniform when needed and staff dealt with this sensitively.</p> <p>No pupil had insufficient uniform.</p>	<p>Continue the referral from Social Care and Early Help/ Additional Needs Team as well as parental requests.</p> <p>Advertise PP opportunities with new Reception parents and ongoing with newsletters.</p> <p>Regular celebrations of Red jumpers and promoting “taking on responsibilities”</p>

Assign staff to lead and develop PP provision for pupils to ensure they achieve as well as non -PP pupils.	Employ an Assistant Headteacher to focus on effective deployment of Pupil Premium resources and support for additional needs	Additional Need Assistant Headteacher appointed in February 2020.	
Increase the experiences and opportunities to attend clubs for pleasure but also to support academic progress	Provide lunchtime clubs, including 11+, Rainbow passes and homework clubs	<p>A full program of afterschool clubs were offered to children prior to lockdown. Clubs included Street Dance, Book Club, sports clubs, arts and crafts, guitar, choir, Registers enabled tracking of attendance.</p> <p>Rainbow room was accessed regularly by pupils to enable them to have productive and successful playtimes, reducing the number of behavior incidents.</p> <p>Y5 pupils received Zoom 11+ sessions during lockdown to ensure equality of opportunity</p>	<p>Further promote availability of extra-curricular opportunities to PP children when Government guidance allows.</p> <p>Monitoring of uptake by PP children to be gauged on a half termly basis. If PP numbers are low, pupil voice interviews to identify areas/skills of interest to PP pupils.</p> <p>Close monitoring of opportunities offered in all year groups to support academic progress.</p>

Desired outcomes for 2020-2021

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A, C, D	<p>Disadvantaged pupils will achieve greater progress in reading, writing and maths – closer to/ in line with other pupils within the district/ national.</p> <ul style="list-style-type: none"> Outcomes and progress will be rigorously and regularly monitored, and gaps swiftly identified and addressed within Pupil Progress Meetings and through work with mentors and the teachers. Pupils will receive regular practice and testing via different assessment tools and in support of the teacher's ability to draw out key information to inform practice. Scores and assessments will be tracked carefully to ensure they are making rapid progress and applying learning. Pupil's ability to write clear and concise responses to questions and present their work in the correct ways Pupils will be observed to be accessing high quality texts, pitched at the right level for pupils' ability and reading fluency and have opportunities to explore a range of vocabulary within their topics and related learning. Teachers and teaching assistants receive high quality training across the curriculum, receiving regular feedback on their own practice by the subject leaders and SLT. Internal tracking and assessment records will show that disadvantaged pupils gain greater fluency in in reading, writing and maths and be able to apply this to other curriculum areas. Where this isn't the case, adults within school will be assigned to those pupils to provide mentoring and scooping. 	<ul style="list-style-type: none"> All pupils will make at least agreed progress in reading, writing and maths from their starting points and will make rapid progress if progress has slowed over time and due to school closure (see Catch Up Plan). Misconceptions will addressed quickly and specific skills will be taught explicitly across different contexts so that children learn more and remember more. Focused guided groups and accurately targeted work and intervention will enable pupils to catch up and keep up with expectations Pupils will be encouraged to speak and write in full sentences All pupils will have access to high quality texts within school and to read at home. Verbal feedback and small group sessions will ensure pupils understand their next steps and ways to improve All disadvantaged pupils will be heard to read regularly, either within school or at home. Pupils across the school will receive a well-balanced and sequential curriculum by well-trained staff.

	<ul style="list-style-type: none"> <i>Pupil Premium children will receive books pitched at their level within each big term in order to build their own libraries at home and encourage a love of reading. They will also be given specific vouchers to encourage attendance at book fairs and the termly book swaps within school.</i> 	
A,B	<p>The best teachers and support staff will drive and deliver effective pupil intervention and mentoring, focusing on quality feedback and conferencing.</p> <ul style="list-style-type: none"> <i>Interventions will be tailored to needs and pupils will make rapid progress from their starting points and close the gap with their Non PP peers.</i> <i>Regular monitoring and observing of practice by senior leaders/ English and Maths leaders, along with data scrutiny to inform groupings and pupils targeted at any point.</i> <i>Monthly reflections of interventions by the Additional Needs Team, led by the AN AHT- impact versus time/ resource as well as progress pupils are making.</i> <i>Improved behaviour and engagement – less low-level disruption from some, which will be demonstrated within Reflection Time records run by the AN Team.</i> <i>Support is given to those who are working at or are capable of working at Greater Depth.</i> <i>Pupils will have equal access to higher level interventions, including 11+</i> <i>Pupils will have regular access to “scooping” to swiftly address issues and misconceptions within lessons and also “pre-teaching” to ensure lesson time is maximised and no one is at a disadvantaged due to new concepts or language etc.</i> 	<ul style="list-style-type: none"> <i>Individual verbal feedback and small group sessions will ensure pupils understand their next steps and ways to improve.</i> <i>Scooping will prevent misconceptions setting in and address issues early.</i> <i>Pre-teaching will prepare pupils fully for the next lesson to ensure maximum access.</i> <i>Pupil Premium Mentors will have specific targets for individual/ groups of pupils, identified through data analysis and PPMs.</i> <i>Teacher and Mentor observations will ensure pace is accurate, each session has clear achievable outcomes and pupils make progress within each session and over time.</i> <i>This will assist with future progress and rate of progress.</i> <i>Pupils will feel able and confident to contribute within lessons and not have to grapple with too many new concepts and processes.</i>
A, C & D	<p>Ensure high quality day to day teaching and learning and learning experiences.</p> <ul style="list-style-type: none"> <i>Pupils will receive a range of experiences provided internally and externally and the outcomes from them will be evident within children work/ books, especially in KS2.</i> <i>Pupils will be engaged in and inspired by their learning, giving them real contexts to relate them to. Pupils will want to be at school and there will be attendance higher than national.</i> <i>Pupil voice will demonstrate a love of learning and growing interests in self-motivated and driven learning.</i> <i>There will be an increase in PP pupils returning homework and learning completed at home that they want to share.</i> 	<ul style="list-style-type: none"> <i>Pupils will be able to access a range of memorable learning experiences and develop interests themselves.</i> <i>Increased motivation and confidence to explore new ideas and activities.</i> <i>Pupils will develop aspirations for the future</i> <i>Pupils will develop positive attitudes to learn, especially when reading and writing.</i> <i>Attendance issues will reduce where it has been highlighted.</i>
B,D	<p>Ensure that pupils who require additional support for social, emotional and mental needs receive it in order to re-join their peers as swiftly as possible and be ready to learn.</p> <ul style="list-style-type: none"> <i>Regular meeting of the Additional Needs Team to monitor support and impact/ further needs, gauging impact of interventions on progress.</i> <i>Pupils will access our Nurture sessions where needed- flexible to meet needs of the pupils, including self-referral to our Sensory Room/ Wellbeing Room.</i> <i>Groups and individual work completed and next steps identified where necessary.</i> <i>Interventions allocated according to needs and through interventions known to work and have greatest impact.</i> <i>Pupils tracked and referrals to outside agencies made.</i> 	<ul style="list-style-type: none"> <i>Needs will be identified and interventions allocated to address them, with monitoring of progress.</i> <i>Regular reflection of intervention and success- input versus output.</i> <i>Pupils will be more ready to learn and not disadvantaged in any way wherever possible.</i> <i>Pupils will be able to self-refer for support at different times of the day in order to be their best possible selves during lesson time.</i> <i>Rainbow passes will be used on a needs basis to prevent unnecessary stress and anxiety for some.</i> <i>Referrals will be made in a timely fashion to ensure needs are suitably met.</i>

4. Planned expenditure						
Academic year	2020-2021					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i. Quality of teaching for all						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
All pupils receive high quality teaching of reading, writing and maths	Training of all methodologies for teaching reading, writing and maths Human resources flexibly deployed/ timetabled to support as many groups as possible Embed Reading Vipers to structure comprehension questions and evidence gathering Accelerated Reader for all pupils	Audits of teacher confidence highlighted desire for more training in specific areas of the new curriculum tools, especially English National Literacy Trust recommend that the whole class text approach, as well as other research- it motivates readers. Research shows that pupils need access to both texts at their reading fluency levels as well as more challenging texts to expose children to new language. Reading VIPERS provide staff with a structure for comprehension questioning to support pupils thinking. Logical learning sequences enable pupils to learn more and remember more, allowing them to make links with their learning and apply their learning across the curriculum.	Training records will show training delivered. SLT will regularly monitor impact of training in each year group. Staff meeting time will be used to support teachers in planning Children's progress through PPMs Pupil Voice- confidence Staff will have higher expectations of pupils and will know how to enable pupils to reach greater depth through planning and allocating the right resources. Pupil testing will check classed based skills, as well as in test situation.	English Lead Maths Lead	Half termly. Frequent drop-ins for English and Maths sessions. Bi-termly Learning Walks to observe Shared Reading sessions and ensure consistency.	£1,00
Pupils will have high quality texts to support their learning and skills development.	Booster training for staff regarding book selection and allocating well-pitched texts. English Lead providing year group lists of suitable texts for whole class shared reading	Regular testing and reading ages to give additional information regarding fluency and contextual complexity. Assessment info to be shared with teachers and TAs alike, including PP Mentors. KS2 Pupils have access to Accelerated Reader- to widen range and also pupil engagement	Reading Lead will monitor pupil's access to books and a range of texts. Pupil voice from PP children will remain positive. Lesson observations will show greater engagement and love of reading and more rapid progress in the acquisition of language. Tracking of pupil engagement and progress within AR and quizzes.	Reading Lead/ teachers	Termly.	£1,500

Pupils develop greater independence in mathematical application and the ability to read and unpick calculations within written problems.	<p>Pupils have well differentiated work based on White Rose Maths, including strategies such as Bar Modelling etc Staff trained well to use approach.</p> <p>Problem solving to be an integral part of maths delivery within each unit.</p> <p>Children across the school required to complete "5 a day" to maintain mathematical fluency to enable more fluency when</p>	<p>Pupils will receive a range of well-pitched mathematical activities within lessons and also as homework, as part of cycle.</p> <p>Pupils will be able to use a range of strategies to support problem solving and feel more confident in approaching multi-step problems.</p> <p>School data proved that this is an weaker area for the school.</p> <p>Research shows that</p>	<p>Maths Leader to observe the use and impact of workbooks within lessons and gauge pupil voice.</p> <p>Maths Leader to ensure that pitch of learning is accurate and encouraging independent reading and maths application for problem solving through book looks and learning walks with PP Governor.</p>	Maths Lead	Half termly	£500
Children will have regular exposure to the Arts and Sports will possibly consider developing their own skills that are less academic	<p>START programme, supported by the Arts Council and South Holland Centre. This will enable pupils to achieve arts awards and widen their experiences. (COVID DEPENDENT)</p> <p>Attend events through the School Choir throughout the year</p> <p>Continue to provide additional clubs, such as Street Dance and access to Karate/ holiday clubs.</p> <p>Provide virtual opportunities to bring the ARTS into the classroom</p>	<p>Research shows that pupils from disadvantaged backgrounds have fewer experiences in the arts and visiting theatres.</p> <p>Many pupils are working towards their awards and we have seen an increase in disadvantaged pupils joining the school choir and attending after school clubs such as Street Dance</p>	Monitor PP numbers attending different clubs and taking opportunities linked with the Arts and sports .	Clubs leader/ PP Lead/ Art Leader	Termly	£1,500
Training for staff, especially TAs, in order that interventions and interactions are pertinent to the learning and needs of the pupils. Impacting positively on pupil progress	<p>Training schedule delivered across the year, targeting approaches identified in the EEF research/ recommendations. Both to teachers and TAs.</p> <p>Specific training in key areas of Eng and Maths</p>	EEF research shows that effective deployment of support staff can have a positive impact if using the EEF recommendations. TAs are a high cost resource and suitable investment in their on-going training is required to ensure effective impact.	Interactions between pupils and support staff will be regularly observed within lessons and interventions to ensure desired outcomes achieved and pupil learning is enhanced. Monitor planning to ensure TAs support arrange of pupils over time.	Additional Needs Assistant Headteacher / Additional Needs Coordinator/ subject leaders	Training programme delivered half termly, as will observations and feedback.	£3,100
Total budgeted cost					£7,600.00	

ii. Targeted support						
Desired outcome	Chosen	What is the evidence and	How will you ensure it is	Staff lead	When will you	Cost

	action/approach	rationale for this choice?	implemented well?		review implementation ?	
Pupils receive additional support with current learning in order to address any misconceptions and ensure they can access the subsequent lesson more easily.	Pupil Premium Mentors assigned to specific year groups in the afternoons to enable scooping and pre-teaching. 3 in KS2 and 1 in KS1 and 1 in EY	Pupil Conferencing and feedback through scooping and also pre-teaching is known to be the most effective way to support pupil progress and support their next steps for learning as well as boosting self-esteem. Feedback is sited in the Sutton Trust as low cost high impact on pupil	Teacher assessment will demonstrate progress half termly/ termly Pupil Voice will show impact on confidence and preparedness for future learning Intervention tracking and changes to the children focused on within Additional Needs meetings.	KN/ KJ and PP Mentors	Half termly PPM.	£19,260
Pupils will feel emotionally, socially and mentally ready to actively participate in lessons and learning.	Additional Needs Coordinator to ensure good attendance, preparedness for lessons and individual or group work where necessary to support individuals/ groups where needs lie. Learning Mentor assigned to work with groups to support life skills and hygiene, self esteem, attendance issues etc Access to Facetime to support the most vulnerable LEGO Therapy sessions	High number of disadvantaged pupils are supported through TAC, CIN and CP and have a range of needs that prevent them being emotionally and mentally ready to learn. They require their voices to be heard in order to feel settled, preventing behavioural issues in the classroom. Lego Therapy supports a pupil's ability to communicate and resolve issues. Many suffer with low self-esteem and friendship issues and require support through Restorative Practices and teaching sessions.	Regular Additional Needs meetings between AN Coordinator, SENDCo and Assessment Lead- intervention targeted/ monitored for impact and relevant information shared. Records kept of those who self refer and group interventions. Teacher assessment and reflections of pupil preparedness- Barriers to Learning referrals monitored.	KJ/ DP/ LA		£40,480 £800
Disadvantaged pupils will be able to attend all visits and extra-curricular activities	Residential Subsidies Subsidies for visits	Families are frequently unable to afford the rising costs of visits and struggle to make contributions, especially those with larger families. Visits would not be able to go ahead otherwise in some cases. Pupils learn best through first hand experiences and this is part of the school ethos.	All disadvantaged pupils to access all trips/ visits and not be at a disadvantage- x3 per year at least. Quality of subsequent work, arising from the visits and trips and pupil voice regarding to what they have learnt and experienced.	KJ/ LM	Termly overview and data analysis/ PPMs	£1,485

Pupils attend school regularly and on time	First day calling and collections when required Parenting classes	Those who have behaviour challenges within the home and parents struggle to get to school are often fine when in school and busy. Pupils collected on needs basis. Welfare checks made also. Often by tackling parenting issues, parents feel empowered to manage challenges at home, resulting in less conflict before school. Children then require less emotional support when in school.	Records kept when pupils transported by staff. Supervision between attendance manager/ DSL and Additional Needs coordinator. Attendance for disadvantaged pupils will be at or above 96.3%	DSL (KN)/ LH (office)/ DP	Weekly supervision between KN and DP	£3,450
Total budgeted cost					£64,975	
iii. Other approaches						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Pupil self-esteem and preparedness for learning/ pride in school	Uniform subsidy & Red jumpers	Many disadvantaged pupils attend school in inappropriate uniform and this can affect relationships with peers and their self-esteem	Children identified will be recorded and staff will monitor impact on pupils Pupil voice about their school and what they are most proud of. No pupil will consistently attend school without proper uniform/ resources for school.	KN/ DP	Termly	£300
Improve attendance and readiness to learn, especially for most vulnerable.	Continue to provide a free Breakfast Club for all pupils, to ensure attendance remains in line with/ above national. Vary menu and have "special days" to attract new pupils attending	NSPB- Pupils perform better and achieve better outcomes when they have had a nutritionally well-balanced breakfast. It is proven that good attendance supports better progress and outcomes.	Staff receive training and support from the NSPB where possible- sharing ideas. Attendance monitored weekly and compared to absences/ school attendance letters. Provide invites for those struggling with attendance or concentration issues in the mornings. Between 30% and 50% of PP children will attend breakfast club, especially those with attendance issues.	NC & PJ	End of every big term	£2,100

Pupils have access to high quality texts and develop a love of reading	Book Gifts Enhance reading libraries within each classroom.	Many of our pupils have expressed that they do not have books at home and how much they like the books in school.	Children will talk about their books they have been given and be more eager to read at home and at school- they will develop a love of books and reading	KM/ KJ	Termly	£500
Increase the experiences and opportunities to attend clubs for pleasure but also to support academic progress	Provide lunchtime clubs, including 11+, Rainbow passes and homework clubs Sports Club and holiday clubs	Many pupils are unable to attend after school clubs due to the varying ages of siblings and logistics within families. Some pupils are not able to access the necessary resources at home to complete their homework and are therefore at a disadvantage. Many pupils do not have the opportunity to prepare and have experience of the 11+ prior to the real test, some of who are very able. Self-referral pass system to the Rainbow Room enables pupils to reflect on how they feel and play in a safe space at breaks to prevent an issues arising.	Lunchtime clubs and facilities will be well-attended and pupil voice will reflect this. Rainbow passes will be used when necessary and behaviour records will reflect continued low level of incidents Greater number of pupils will pass the 11+ entry exam (2 pupils in 18-19) More pupils will hand in completed homework and learning will have been embedded.	KJ/ DP	Termly	£1,000
Total budgeted cost					£3,900	
Total					£76,975	

5. Additional detail

Due to COVID-19 the original targets set for 2019-20 were suspended in March 2020. These targets are projected forward to 2020-21 academic year.

Throughout COVID19 lockdown period from 23rd March 2020, the following support was offer to all PP children:

Hunger Provision- Breakfast provided to families and FSM voucher scheme

Weekly wellbeing phone calls made by class teachers to 'check in' with pupils and families and offer ongoing support for learning

Bi-weekly phone calls made by Additional Needs Coordinator for more vulnerable families, with video calling and email access for families too.

School was open under Government guidelines to enable Vulnerable and Key Worker children to attend school- an average of 13 pupils attended daily

Home learning packs were printed in school and delivered to families on a regular basis for those who were unable to access online learning.

Regular Book Swaps were held in the school grounds for children to select a range of books to take home/ return to keep them reading

Regular challenges, learning activities and competitions were shared with families through Facebook and prizes were book based

Every year group had an online Padlet platform providing daily learning for the children to access and for teachers to provide feedback.

Through the Government scheme, 2 iPads and 1 laptop were applied for to enable vulnerable PP children access to online learning.

Additional Needs Coordinator made contact Early Help workers were assigned to vulnerable families throughout the 6 week summer break and maintained attendance at safeguarding meetings.

Zoom online reading lessons provided by class teachers to increase exposure to spoken high-quality English and to extend vocabulary.