

Pupil premium strategy statement – St Pauls 19-20

1. Summary information					
School	St Pauls Community Primary School & Nursery				
Academic Year	2019-20	Total PP budget (Jan 2018 census)	£85,800	Date of most recent PP Review	2019
Total number of pupils	194	Number of pupils eligible for PP	65 (34% of school)	Date for next internal review of this strategy	20.01.20

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.
- 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 individual at any given time.

2. Current attainment 2019 KS2 SATS			
*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	14%	38%	71%
% achieving Expected in Reading	14%	44%	78%
% achieving Expected in Writing	36%	81%	83%
% achieving Expected in Maths	21%	56%	84%
Progress measure in reading	-6.76	-2.61	0.30
Progress measure in writing	-1.60	-1.80	0.27
Progress measure in maths	-4.76	-2.75	0.35

3. 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>	
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.

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

D.	<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</p> <p>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>
-----------	---

Review of 18-19 Expenditure

Due to an additional review of Pupil Premium within 18-19, some approaches will be carried on and developed further within 19-20 plan

Desired Outcome	Chosen Approach	Impact	Lessons learned
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>Guided reading training for all staff focusing on reading for meaning, word meaning and how to teach inference skills.</p> <p>Training on AF's and assessments of reading</p>	<p>Reading Audit of teacher confidence highlighted desire for more training and these are the key areas highlighted in end of KS SATs analysis</p> <p>National Literacy Trust recommend that the whole class text approach, as well as other research- it motivates readers.</p> <p>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.</p> <p>Reading VIPERS provide staff with a structure for comprehension questioning to support pupils thinking.</p>	<p>Monitoring of impact needs to be more robust.</p> <p>Teacher's understanding of the dynamics of comprehension needs exploring further.</p> <p>Greater funding required to supplement large group reading texts/ whole class for Shared reading etc.</p> <p>The school needs a way of ensuring pupil's reading books are pitched accurately for fluency but also sufficient challenge.</p> <p>The use of VIPERS needs building on further, ensuring all groups of pupils have a varied reading diet, particularly for the middle and low ability children.</p>
Pupils have high quality texts to support their learning and skills development	<p>Bug Club texts and online access to Reading Platform</p> <p>Booster training for staff on fluency needs for book selection and allocation to pupils</p>	<p>Pupils interest and use of Bug Club was severely hindered by ongoing issues regarding accessibility with Pearson and the subscription was cancelled.</p> <p>Impact of Bug Club was halted and alternatives sought out. This is a priority for the next academic year.</p>	<p>Find systems with proven track record of accessibility and impact on pupil's learning and observe these "at work" in other schools.</p> <p>Talk to other leaders about impact and pupils engagement so that success can be guaranteed.</p>
Pupils develop greater independence in mathematical application and the ability to read and unpick calculations within written problems	<p>Pupils have access to Abacus Maths workbooks to compliment the scheme and online access to Active Learn</p>	<p>Audit of problem solving opportunities within Abacus revealed that it was insufficient and the resources focused more on mathematical fluency of operations.</p> <p>Changed to White Rose Maths within the year and this had impact on pupils strategies for solving maths problems. Staff received bespoke training and CPD within the summer term around mastery and how to achieve this.</p> <p>Pupil voice has expressed greater confidence in</p>	<p>White Rose Maths approaches and impact of staff training needs time to embed and have sustained impact. Further in house training to be provided, as well as any external support required.</p>

		<p>maths and the use of different strategies available to them. Maths is now a more popular subject. The pitch of learning has improved and needs of pupils are being met more accurately.</p>	
<p>Children will have regular exposure to the Arts and will develop their own skills that are less academic</p>	<p>Continue on the START programme supported by the Arts Council and open up opportunities and experiences to the children Attend the BBC Young Voices event 2019</p>	<p>START programme completed throughout the year and they got to work within all the arts and perform on stage at the end of the project. Greater parental engagement at these events also. The children's confidence during performances etc was significantly increased.</p> <p>The choir numbers increased significantly at the beginning of the school year. The choir then went on to win 1st place in the local Christmas School's Choir competition, which they had never done before. Choir members then made public appearances at different events throughout the year. The vast majority of these pupils who attended were PP.</p>	<p>Find alternative provision and experiences as the funding stream is due to reduce/ stop- dependent on the South Holland Centre's work with bid writing. Continue the input into the choir and ensure it is still a well-attended club. Enter the competition again and keep links with Springfields as they perform at the lights Switch on at Christmas too. These experiences are so valuable to the children and they are so proud of themselves.</p>
<p>Review of practices and appropriateness of PP expenditure</p>	<p>Pupil Premium Review</p>	<p>Started Nov 2018 and work with assessor completed June 2019. Due to staff absences, some impact was limited from the actions agreed. Full review looked at many areas and the "alterations" needed to improve outcomes. Some were possible to put into place swiftly, others have taken additional time. Breakfast Club provision greatly improved the attendance of PP children and it was 1.44% higher than national for this group and only 1.2% lower than All pupil for 18-19. PP Governor Champion selected to monitor impact regularly in the future. Identified need for more "pre-teaching" and "scooping" of identified misconceptions so pupils are confident with their learning.</p>	<p>SLT- New Assistant Headteacher to be sought to oversee Additional Needs, including PP and impact of spending. Continue to develop and increase attendance at Breakfast club to make it sustainable in the future, maintaining good attendance.</p>
<p>Pupils receive additional support with current learning to address misconceptions and access subsequent learning</p>	<p>Deployment of Pupil Premium Mentors across each phase/ pupil conferencing</p>	<p>Pupils were targeted in 1:1 or small groups to address gaps in their learning, with pupils reporting greater confidence and understanding in areas covered. Some time disrupted due to staff absence. Identified need for more "real time" intervention and started to use "scooping" to address misconceptions more rapidly/ ready for the next day's learning. Also started on "pre-teaching" and started training staff for this.</p>	<p>Scooping and pre-teaching needs more time to embed and to have the best impact. Communication flow between teachers and mentors will support more accurate deployment and rapid addressing of concerns. New PP Mentor to be employed. Additional Needs Team need to pool resources and assessment to target interventions more effectively and more rapidly, with priority pupils identified. Overseen by SLT and Governor Champion.</p>

Disadvantaged pupils to be heard to read more regularly	Pupils to be heard to read on entry into school (Early Morning Activity time)	This has been a focus, especially in KS1 and pupils have been targeted where required. RED scheme is ensuring pupils collect rewards for reading. This is still not capturing those who do not read in some cases but teachers and TAs scoop these and hear them read regularly, helping them to “keep up” with the experiences of others.	Need to find a way to support KS2 in reading regularly- suggested Accelerated Reader to be investigated. This will also ensure that texts (free readers are well-pitched to meet the needs of every child. KS1 needs a greater focus/- a chart in the classrooms to promote the scheme. Training on effective questioning for all support staff would extend pupil's thinking. Timetable for reading to be modified to support all essential forms of reading.
Pupils feel emotionally, socially and mentally ready to actively participate in lessons and learning	Additional Needs Coordinator to ensure good attendance and preparedness and work with targeted pupils. Learning Mentor assigned to work with groups on specific areas	There are minimal issues with behaviour, most is low level and swiftly dealt with through restorative practice. Pupil voice states that they know who to go to if they need help or to talk to someone. Referral pass system for those who need something additional at breaks is very effective and reduces the number of issues, especially at lunchtime play. (records kept of attendance). Lego therapy has been supportive for those attending. Barrier to Learning sheets help the team to direct support and intervention etc swiftly	This support is vital for the pupils and is received very positively. New Learning and Behaviour Mentor to be employed due to retirement. Pitch of learning impact on some pupils to manage low level behaviours in lessons, which needs addressing.
Disadvantaged pupils will be able to attend all visits and extra-curricular activities	BBC Young Voices Residential Subsidies Subsidies for visits	No child was disadvantaged for attending any club/ music lesson, choir event, visits of residential trip due to financial reasons. Those who were not attending through choice were encouraged and discussions held with parents if there were any concerns or difficulties over their child taking part. Transport and staff support have been arranged where needed for some individuals where necessary for them to be able to attend.	Develop this further and extend it to running Homework clubs at lunchtime to support those who do not have the resources/ space/ time at home to complete tasks. Try to run more clubs within school hours so that large families are not disadvantaged with regard to collecting at the end of the day.
Improved Communication and Language for pupils	WellComm package	All pupils identified with language difficulties were assessed using the package and needs/ actions mapped out in the individual needs “passport”. Interventions and referrals were made and support put in place. Needs have been met more swiftly and support has had impact.	One member of staff undertook the assessments and this would be best shared within a team. Need to establish a member of staff who coordinates the delivery of programmes and actions from them.
Pupils have access to high quality texts and develop a love of reading	Book Gifts	Pupil rewards have been given as books or pupils have received book tokens to spend. Pupils have also received special Book Fair tokens through the funding and the scheme rewarded the school in turn with more books to choose. Pupils are receiving books as a positive reward and also given incentives to read.	Regular whole school focus on reading is required through events through out the year- Book Swaps, Reading in assembly, Story in a Box etc.

Pupils attend regularly and on time	First Day calling Parenting Classes/ sessions	PP attendance is higher than non-PP and is just below national average for all pupils. First day calling and home visits are supportive and help to develop relationships between school and parents- common goal. Parenting groups have run targeting specific topics and issues pertinent to groups of parents. Parents have also been supported to attend parenting groups run locally, improving behaviour at home/ toileting/ routines etc.	Maintain and continue with School Attendance Panel meetings where attendance is a concern but also "at risk" of becoming a concern.
Pupil's self-esteem and preparedness for learning/ pride in school	Uniform subsidy and Red Jumpers for roles within school	Y6 red jumpers have been welcomed by Y6 and those rewarded have a real sense of pride within school- encouraging others to think about what they could do. Pupil voice stated in Ofsted report- they feel proud of their school and are eager to talk about what they are doing/ learning. Parents have actively requested uniform support where required but not abused this. Pupils have been in receipt of uniform through the school via social care actions and where we have identified families are struggling. Children are so proud of the things they are given and take great care of them.	Maintain what we are doing. There is potential for some families to be not claiming for PP when entitled to- try and capture them regularly throughout the year- new starters/ new into EYFS etc (pupil packs and conversations)

Desired outcomes

	<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 – 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 for comprehension skills 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- using the text to support answers- will be a regular focus for Book Looks and Pupil Interviews. This will form part of the weekly Guided Reading Cycle also. 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 in guided reading, questioning and coaching, receiving regular feedback on their own practice by the English leader and SLT. Internal tracking and reading records will show that disadvantaged pupils will be read regularly and more frequently through a range of methods, to ensure they gain greater fluency in reading. Where this isn't the case, adults within school will be assigned to those pupils. 	<ul style="list-style-type: none"> All pupils will make at least agreed progress in reading from their starting points and will make rapid progress if progress has slowed over time. Misconceptions will addressed quickly and specific reading skills will be taught explicitly across different contexts. Focused group guided reading will be targeted effectively, with sufficient human resources and there will be a greater focus on word meaning and inference/ deduction. AfL will be clearly identified and recorded. 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-balance reading diet by well-trained staff, with skills developed in questioning.

	<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	2019-2020					
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 and teaching in how to express their thoughts in writing, using texts for reference and evidence	Training of all methodologies for teaching reading Human resources deployed/ timetabled to support as many groups as possible Weekly timetabled sessions of guided, shared and whole class text reading Introduce Reading Vipers to structure comprehension questions and evidence gathering Accelerated Reader for all pupils	Reading Audit of teacher confidence highlighted desire for more training and these are the key areas highlighted in end of KS SATs analysis 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.	Training records will show training delivered and Reading Leader/ SLT will regularly monitor impact of training in each year group. Staff meeting time will be used to support teachers in planning guided reading 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.	Headteacher and then Reading Lead	Half termly. Frequent drop-ins for Guided Reading sessions. Bi-termly Learning Walks to observe Shared Reading sessions and ensure consistency.	£5,000
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.	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. 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.	Reading Lead/ teachers	Termly.	£3,000

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. Pupils will be able to use a range of strategies to support problem solving and feel more confident in approaching multi-step problems. School data proved that this is an weaker area for the school. Research shows that</p>	<p>Maths Leader to observe the use and impact of workbooks within lessons and gauge pupil voice. 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	£1,000
Children will have regular exposure to the Arts and 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.</p> <p>Attend events through the School Choir throughout the year Continue to provide additional clubs, such as Street Dance and access to Karate.</p>	<p>Research shows that pupils from disadvantaged backgrounds have fewer experiences in the arts and visiting theatres. 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>	<p>Monitor PP numbers attending different clubs and taking opportunities linked with the Arts.</p>	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>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.</p>	<p>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.</p>	Additional Needs Assistant Headteacher / Additional Needs Coordinator/ subject leaders	Training programme delivered half termly, as will observations and feedback.	£350
Total budgeted cost					£10,850.00	
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.	£40,000
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	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		£33,000
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	£3,000

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	£6,800
Total budgeted cost					£82,800	
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	£200
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	£2,200

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
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	Due to the high proportion of interventions and needs across the school, it is important for a member of SLT to have a strategic overview of the impact of Pupil Premium spending and the coordination of the resources deployed. They will keep up to date with the most recent research in order to rapidly react to new thinking and alter practice accordingly and where necessary.	Identified children will be closely monitored for attendance, needs, attainment and progress and all members of the Additional Needs Team will collaborate and share key information, in order to make informed decisions. Provision will be closely tailored to pupil learning needs and pupil progress will be more rapid. Pupil Premium Lead and Governor Champion will have a clear overview that can be presented/ reported to the FGB to monitor effectiveness.	KN/ KJ	Termly	See above in section ii
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	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 an 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	£300
Total budgeted cost					£3,200.00	
Total					£96,850.00	

5. Additional detail

In 2018-19 Whole School Attendance dropped to 95.45%, however the number of PP children with low attendance/ attendance concerns declined. This was supported through SAP meetings and led to EHA's where necessary. Key pupils have been highlighted and everything possible is done to get them into school regularly. 18-19 nationally for FSM pupils was 93.7% and we achieved 95.14%.

We had a number of pupils join us with 18-19 who were entitled to PP but also came with high SEND and social care issues. This impacts on classes and pupils within. Many have joined us with no EHCP and have required staffing to support needs- this impacted of provision throughout.

A full external Pupil Premium Review was carried out and completed June 2019 and recommendations acted upon/ on top of original plan where possible. The school's Pupil Premium Champion had significant long-term absence.

Sept 19-Feb 20 the Pupil Premium Champion is the Headteacher, Kira Nicholls and this will then be continued by new Assistant Headteacher for Additional Needs, Katie James.