

Fixby Junior & Infant School
Pupil Premium Strategy Statement 2019-20



Summary information

Academic Year	2019-20	Total PP budget £89,760	£52,360 (7/12s 18/19 allocation) ever 6 £37,400 (5/12s 19/20 allocation) ever 6	Date of most recent PP Review	Nov 2019
Total number of pupils	295	Number of pupils eligible for PP	62	Date for next internal review of this strategy	Nov 2020

Current Attainment (2018-19)

	Higher than 2017-18 Lower than 2017-18	Above non-PP Below non-PP	Early Years-PP	Early Years-Non-PP	Y1 Phonics PP	Y1 Phonics Non-PP	KS1 - PP	KS1 Non-PP	KS2 - PP	KS2 Non-PP
% Achieving GLD	↓		↓ 50%	75%	↓ 83%	67%				
% achieving EXPECTED in Reading, Writing & Maths							↑ 70%	71%	↑ 75%	76%
% achieving EXPECTED level in Reading							↑ 80%	80%	↑ 83%	76%
% making expected Progress in Reading									↑ 1.3	-2.4
% achieving EXPECTED level in Writing							↑ 70%	74%	↑ 92%	90%
% making expected Progress in Writing									↑ 2.5	-1.4
% achieving EXPECTED level in Maths							↑ 80%	80%	↑ 92%	93%
% making expected Progress in Maths									↑ 1.4	0.3

Aims (for pupils eligible for PP, including high ability)

Desired Impact

1	<p><u>Diminish the differences between groups of learners</u> To ensure that provision is focused on closing attainment gaps between pupil premium and non-pupil premium pupils in KS1 and EYFS, including PP with SEN, with a focus on KS2 writing (in house data 18-19) To identify circumstances which may be barriers to learning and to provide a wide range of targeted group and individual support packages designed to meet the needs of specific vulnerable pupils</p>	<p>The gap between disadvantaged and other pupils has diminished All pupils, including disadvantaged, make at least the expected progress in Reading, Writing and Maths PP pupils are able to access learning and individually barriers are identified and supported.</p>
2	<p><u>Provide rich opportunities and experiences</u> To raise the aspirations of pupils and to offer a rich and varied menu of educational experiences to broaden the opportunities and experiences To give pupils access to a range of out of school experiences</p>	<p>Pupils have high aspirations for their future Pupils experiences are enhanced through the curriculum which offers enrichment and Inspiration Days Disadvantaged pupils have access to and engage in, a variety of activities outside the school day. Providing after school clubs.</p>
3	<p><u>Support parents and families</u> To provide holistic support for families and pupils to remove barriers to learning</p>	<p>Positive relationships between home and school ensure that pupils are ready to learn Parents are better informed how to support their children's learning at home</p>

Barriers to future attainment (for pupils eligible for PP, including high ability)			
In-school barriers		External barriers	
Barriers	2018-19 data	Barriers	2018-19 data
Resilience	Some pupils at Fixby have low levels of resilience. They 'give up' or do not engage in learning	Circumstances in the home have an impact on the pupil's emotional wellbeing in school. This is a barrier to progress	31% of PP pupils experience social and emotional difficulties
Poor levels of behaviour	7% of PP pupils have inconsistent behaviour with 3/5 pupils displaying more demanding behaviours are PP	Limited life and social experiences	66% of PP pupils have accessed enrichment activities 34% of PP have not accessed any
Attendance and Punctuality		Low Attendance & Punctuality	Absence rates for PP pupils is lower than non PP (4.72% compared to 3.74%) 7% of PP are PA's
SEN	Children with SEN who are PP have cognition and learning, SALT needs and SEMH needs or a combination of the above.	SEN needs for these pupils are not met at home, support at home is limited to support their needs.	34% of PP pupils have SEN
		Lack of parental engagement	Very few parents attend parent activities, including drop-ins, information evenings and parent reading sessions

Diminish the differences between groups of learners
 To ensure that provision is focused on closing attainment gaps between pupil premium and non-pupil premium pupils in KS1 and EYFS, including PP pupils with SEN while maintaining the outcomes for pupils in KS2
 To identify circumstances which may be barriers to learning and to provide a wide range of targeted group and individual support packages designed to meet the needs of specific vulnerable pupils

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	Costings	When will you review implementation?
PP pupils make expected or better progress in Reading, Writing and Maths in EYFS	To continue with the play based provision and individual guided support for individual children.	PP pupils are attaining lower and making less than expected progress than other pupils	Assessment outcomes Learning Walks Work Scrutiny Pupil interviews	PP Champion (SA) Monitored by Governor PP Champion	£3,000	Termly during Assessment week
PP pupils make expected or better	Staff to identify the barriers for specific children through PPM and	PP pupils are attaining lower and making less than	Assessment outcomes Learning Walks	PP Champion (CLA and SA)		

progress in Reading, Writing and Maths in KS1	establish clear strategies to use within the classroom. To continue with the pedagogies which have been established within the last year.	expected progress than other pupils. (The gap has decreased, to continue with this approach, however in-house data shows gaps between PP and non PP).	Work Scrutiny Pupil interviews	Monitored by Governor PP Champion		
PP pupils make expected or better progress in Writing in KS2	Use of Oracy and Power of Reading to teach writing. Basic sentence structure to be propriety for all year groups. Staff to identify the barriers for specific children through PPM and establish clear strategies to use within the classroom.	PP pupils are attaining lower and making less than expected progress than other pupils. (The gap has decreased, to continue with this approach, however in-house data shows gaps between PP and non PP).	Assessment outcomes Learning Walks Work Scrutiny Pupil interviews	PP Champion (SA) Monitored by Governor PP Champion		
PP pupils attain at least expected standard in Reading, Writing and Maths	All classes to have ETA for Reading, Writing and Maths	PP pupils are attaining lower than other pupils within each year group.	Assessment outcomes Learning Walks Work Scrutiny Pupil interviews	PP Champion (SA) Monitored by Governor PP	£51,000	Termly during Assessment week
	Same-Day intervention to be embedded in Maths to offer timely feedback and targeted support in KS2.			Maths Leader (BRH) PP Champion (SA) Monitored by Governor PP Champion	-	Termly during Assessment week
The attainment gag in KS2 writing is closing.	To continue with strategies developed to ensure that PP pupils are making the expected progress or better.	The gap has closed at the end of KS2, the focus must continue as in house data indicated gaps in year 3,4 and 5.	Assessment outcomes Learning Walks Work Scrutiny Pupil interviews	PP Champion (SA) Monitored by Governor PP Champion. Phase leaders (AS, BRH, SM)		

PP SEN to make expected progress and accelerated progress towards their specific targets.	ETA's/CTS to provide pre-teaching opportunities during morning work and assemblies. CT to provide opportunities within class to provide small group work. Making it Stick approach (retrieval and precision teaching) strategies to ensure children are revisiting consistently to embed knowledge and skills. Training given to staff. SEMH needs to build resilience and SEMH skills.	SEN PP pupils performing lower than SEN PP children. Research suggests repetition of skills and knowledge ensure these are embedded in the maintain section of the brain. SEMH strategies used to help pupils regulate their emotions.	Assessment outcomes Provision map QFT in classrooms Effective interventions SEMH leader. (BOXALL assessment)	PP Champion (SA) Monitored by Governor PP Champion. Phase leaders (AS, BRH, SM)		
PP pupils with EAL attain at least expected standard in Reading, Writing and Maths	CPD for all staff on how to raise attainment for EAL pupils	PP pupils with EAL performed lower than English speaking EAL pupils 62% of PP pupils are EAL. 1/3 of the EAL/PP pupils are developing competency in EAL	Follow up monitoring of QFT in classrooms	PP Champion (SA) Monitored by Governor PP Champion	-	Autumn Term
	Resources carefully chosen to meet needs of EAL pupils, visuals for EAL. Oracy opportunities within QFT.				£300	Termly during Assessment week
	ETA's/CT to provide pre-teaching opportunities during morning work and assemblies.		Assessment will be undertaken using EAL Competency assessment framework Pupil Outcomes PPM's	Class Teachers & SLT	-	Weekly
The attendance gap between PP pupils and others will close The proportion of PP pupils with punctuality issues will diminish	Attendance to monitor attendance daily to pick up absence and lates Home visits as necessary Attendance data monitored to identify PP pupils whose attendance is below 90% and support family to increase	We can't improve attainment for children if they aren't actually attending school.	Pastoral Manager and Head to collaborate to ensure new provision and standard school processes work smoothly together. Attendance Data analysis	SEMH Lead (EB) Admin Staff (SG) Headteacher (CLA) Monitored by Governor PP Champion	£5,000	Half Termly

	Weekly Attendance Celebration to be introduced to raise the profile of regular / high attendance.		Attendance Data analysis	Admin Staff (SG) Headteacher (CLA)	£500	Weekly
	Broker LA APSO to support school in raising pupil's attendance		Attendance Data analysis	Admin Staff (SG) Headteacher (CLA)	£3,000	Half termly
	Monitor the punctuality of PP pupils and offer support to families. SEMH lead to support families' signposting for support. Providing breakfast club for support for punctuality.		Attendance Data analysis Pastoral Manager support	Admin Staff (SG) Headteacher (CLA)	-	Weekly
The amount of learning time lost by PP pupils challenging behaviour will diminish	Pupil's behaviour to be tracked and analysed using the school behaviour systems. Targeted support in class as a result of findings	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. (CPOMs) Observation of intervention sessions.	SEMH Lead (EB) DHT (SA)	£16,00	Weekly Behaviour monitoring
	Restorative practice to be used- daily check-in's with vulnerable pupils to discuss behaviour and choices	MHST, Mental Health practitioner and EP's working with school based on their research that SEMH for children correlates to children's behaviour for learning.		Class teachers SEMH Lead (EB) DHT (SA)	-	Daily
	Behaviour report cards to be shared with parents at the end of each week to report on weekly behaviours linked to The Fixby Way. Time to be given to class teachers to complete		Observations conducted to monitor language used by staff and children around school.	Class teachers SEMH Lead (EB) DHT (SA)	-	Weekly
	Individual SEMH interventions through BOXALL assessment for specific children. Coaching staff and children to use specific language to support children	Providing the language for their emotions and specific strategies to support their learning and behaviour.				

PP pupils have confidence in their own abilities and display resilience and attainment gap is diminishing between other pupils.	'Growth Mindset' in school consistently with Emotional Rainbow in all lessons.	One third of PP pupils do not consistently display a positive attitude to learning. PP children within school show that they do not show the 'Growth mindset'. 4/5 children who display extreme resilience are PP.	Lesson observations / Drop ins Book Scrutiny Pupil interviews BOXALL assessment	PP Champion (SA) and CLA. SEMH Lead (EB) Monitored by Governor PP Champion	-	Half termly monitoring
	SEMH interventions used to build resilience for individual pupils.				-	Half termly monitoring
	Introduce Kagan structures into school to introduce higher levels of independence and a greater interest in learning					
Oracy to be embedded within the school's curriculum. Pupils to be develop confidence and social skills.	Oracy developed through writing across school. Pupils to rehearse the language and vocabulary orally before writing.	Writing is lower for PP children than non PP. There are passive learners within some lessons.	Lesson observations / Drop ins Book Scrutiny Pupil interviews	PP Champion (SA) and CLA. SEMH Lead (EB) Phase leaders (AS, BRH, SM). Monitored by Governor PP Champion		
	To paraphrase and not to repeat what peers say or teachers. Pupils to use evidence to back up their ideas.					
Total budgeted cost						£78,800

ii. Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costings	When will you review implementation?
The gap between the progress and attainment of PP and other pupils will diminish through timely intervention in READING, GPaS and MATHS	Focused Intervention groups across Phases <ul style="list-style-type: none"> • PPM's to identify pupils under-performing and gaps identified • Intervention programmes to be planned by class teachers 	PP pupils are attaining lower than other pupils	Monitoring of Intervention Records Drop in / Observations Book Scrutiny Pupil Outcomes / PPM outcomes	PP Champion (SA) ETA's Monitored by Governor PP Champion	£24,000	End of Each Term (summative)
	Project Code X- Reading Intervention			English Leader (AS, BRH, SM, SA) ETA (ZK)	£2,500	End of Each Term (summative)
	Maths of the day – Maths intervention			Maths Leader(BRH)	£700	End of Each Term (summative)
	Accelerated Reading Scheme			English Leader (AS, BRH, SM, SA)	£1,500	End of Each Term (summative)
	Year 5 children reading to children in KS1.					
Pupils oracy skills are improved through specialist intervention programmes	To train staff in Nursery Narrative NN sessions (PIVATS assessment to monitor progress)	Number of pupils in EYFS & KS1 with poor language acquisition is high.	Pupil outcomes	ETA CT Monitored by SA	£3,500	End of Each Term (summative)
	Provide opportunities within class to practice their sentences and rehearse sentences.	KS2 children have limited vocabulary choice and inference skills identified through SATS reading paper.				
PP pupils are emotionally prepared for learning and able to make the expected	SEMH strategies (SULP) Boxall to show progress.	Proportions of PP pupils with SEMH needs are greater than previous Years The EEF Toolkit suggests that targeted interventions	Pupil outcomes	SEMH Lead (EB)	£3,500	End of Each Term (summative)
	Identified PP pupils to access weekly 'Draw and Talk' sessions with Pastoral Manager		Monitoring of pupil's behaviour / demeanour	SEMH Lead (EB)	£2,500	End of Programme

progress from their starting points	Lego therapy with Pastoral team	matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. Using BOXALL assessment to ensure targeted and specific interventions. PP children with SEMH show low attainment.	Pupil/ Parent interviews Observations in class BOXALL assessment	SEMH Lead (EB)		
	Targeted intervention sessions for PP Pupils who struggle with friendship- Friendship Formulae			SEMH Lead (EB) DHT (SA)	£2,500	End of Programme
	To use emotion language and strategies to help support and regulate children within the class and around school.					
Staff are fully prepared to meet the emotional needs of pupils Effective nurture interventions are in place to support pupils	Staff to access training on nurture groups and to complete the Mental Health Award (Carnegie College)	Proportions of PP pupils with SEMH needs are greater than previous Years	Pupil's well-being	SEMH Lead (EB) DHT (SA)	£8,000	Half termly

Total budgeted cost £48,700

Provide rich opportunities and experiences

To raise the aspirations of pupils and to offer a rich and varied menu of educational experiences to broaden the opportunities and experiences

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costings	When will you review implementation?
Proportions of PP pupils who attend enrichment activities are in line with other pupils.	Provide funding and encouragement for pupils eligible for pupil premium to attend residential visits, educational visits and to participate in enrichment activities at school. PP pupils to be offered 1/3 of the cost of all enrichment activities	Research has shown that a lack of cultural capital can impact on capacity to learn and understand through lack of varied life experiences. Increasing opportunities to engage in and encouraging children to take part in a range of enrichment opportunities helps to close	Children engaging in a range of enrichment opportunities will be logged and tracked on class tracking sheets. Pupil interviews	Admin Officer (SG) PP Champion (CLA) Monitored by Governor PP Champion	£1,500	Termly to monitor
	Range of after school enrichment opportunities / clubs to be available. PP pupils to be targeted and invited to specific clubs				£150	Termly to monitor

Proportions of PP pupils in Leadership roles within school are in line with other pupils.	PP pupils to be encouraged to take on leadership responsibilities in school To provide cultural capital through the curriculum, through foundation subjects.	the gap in learning and attainment.	PP pupils are fully represented across school	PP Champion (CLA) Monitored by Governor PP Champion	-	Termly to monitor
Pupils, and families, have high aspirations	Host a Careers fair in the Summer Term for pupils to attend with their parents		Number of pupils and parents attending	PP Champion (CLA) Monitored by Governor PP Champion	£50	Following the event
Total budgeted cost						£1,700

Support parents and families

To provide holistic support for families and pupils to remove barriers to learning

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costings	When will you review implementation?
Increased number of parents access events in school and run by school	DHT/SEMH Lead to offer informal social events for hard to reach families, including coffee mornings, pamper session. Cooking sessions play and stay sessions in the learning hub, computing sessions. Support from MHST.	Research has demonstrated that children make good progress in school when they are supported by an effective family network providing good quality parenting and ensuring that physical and emotional needs are met. Children who are not safe and settled in a nurturing environment are known to attain less well in school than their peers. Research shows that positive home school partnerships enhance the quality of learning for all children.	Parent questionnaires / feedback	SEMH Lead (EB) DHT (SA)	£2,000 £500	Termly
	DHT/SEMH Lead to offer drop in sessions outside school hours to access hard to reach families.		Parent questionnaires / feedback	SEMH Lead (EB) DHT (SA)	£1,000	Termly
	'Super Learning Days' where parents work alongside their children in class on learning activities		Parent & Pupil questionnaires / feedback	PP Champion (SA)	£500	Annually
	Curriculum presentations after school involving pupils to share what the children are learning in class		Parent & Pupil questionnaires / feedback	PP Champion (SA)	£500	As necessary

	Assemblies led by children, parents invited.					
Families work with school to meet the needs of their children	SEMH Lead to support families in an early intervention by providing one to one and small group parenting advice (including the Positive Parenting Course.)		Parent questionnaires / feedback Monitor and evaluate the outcome of TAF plans and other interventions.	SEMH Lead (EB) DHT (SA)	£7,000	Termly
	SEMH lead to establish and maintain effective relationships with all families requiring additional support in order to enhance and maintain parenting capacity through the TAF process.					Termly
	MHP to work with parents/children on their SEMH needs.					

Parents access support via the ABC Community Hub	Schools work with parents as partners; outreach work and signposting will continue to support parents to enter the work force and access further training. Volunteering opportunities in school will be used to encourage parents to engage and build confidence. The school will continue to host community learning opportunities and provide training opportunities through the school readiness courses and maintain links with Kirklees College and the ABC Community Hub	Working effectively with parents enabling them to support their children's learning has proved to be an effective way to raise aspiration in children and their parents. Experience in school has demonstrated that working with parents in EYFS has benefits on language acquisition and enhances learning attitudes and behaviours. Parents who are engaged effectively in society are known to be more effective at raising aspiration and expectations with their own children, in turn enhancing progress and attainment.	Parent questionnaire / Feedback Pupil Outcomes.	Pastoral Manager (EB) PP Champion (CLA)	£2,000	Termly Welfare issues are addressed in partnership with families and other agencies as necessary
					Total budgeted cost	£13,500
Planned expenditure						
					Academic year	£144,200

Review of expenditure for 2019-2020 October 2020

Due to COVID-19 (the Global Pandemic), huge amounts of school was missed for all pupils in the Spring and Summer terms and as such, much of the actions were unable to go ahead.

The data in EYFS and KS1 are based on where the children were working before the pandemic hit.

Diminish the differences between groups of learners

- i. To ensure that provision is focused on closing attainment gaps between pupil premium and non-pupil premium pupils in KS1 & 2
- ii. To identify circumstances which may be barriers to learning and to provide a wide range of targeted group and individual support packages designed to meet the needs of specific vulnerable pupils

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost															
PP pupils make expected or better progress in Reading, Writing and Maths in EYFS	To continue with the play based provision and individual guided support for individual children.	<p>Data is based on PREDICTED OUTCOMES for 2019/20 due to COVID-19</p> <table border="1"> <thead> <tr> <th></th> <th>GLD</th> <th>APS</th> <th>Lit</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>PP (3)</td> <td>33.3%</td> <td>32.3</td> <td>33.3%</td> <td>66.7%</td> </tr> <tr> <td>Non PP (36)</td> <td>63.9%</td> <td>31.1</td> <td>66.7%</td> <td>66.7%</td> </tr> </tbody> </table> <p>These outcomes are lower across the board than 2018/19, as is expected There is a very small number of PP pupils due to Universal FSM in EYFS</p>		GLD	APS	Lit	Maths	PP (3)	33.3%	32.3	33.3%	66.7%	Non PP (36)	63.9%	31.1	66.7%	66.7%	<p>Continue with play based learning in EYFS</p> <p>Monitoring in Autumn showed that Phonics teaching needed reviewing and more differentiation was needed. In Summer term, pupils were grouped according to their phonics phase and writing activities were linked directly to phonics. This will continue next academic year.</p>	£380
	GLD	APS	Lit	Maths															
PP (3)	33.3%	32.3	33.3%	66.7%															
Non PP (36)	63.9%	31.1	66.7%	66.7%															
PP pupils make expected or better progress in Reading, Writing and Maths in KS1	Staff to identify the barriers for specific children through PPM and establish clear strategies to use within the classroom. To continue with the pedagogies which have been established within the last year.	<p>Data is based on PREDICTED OUTCOMES for 2019/20 due to COVID-19</p> <table border="1"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> <th>RWM</th> </tr> </thead> <tbody> <tr> <td>PP (6)</td> <td>83.3%</td> <td>83.3%</td> <td>83.3%</td> <td>66.7%</td> </tr> <tr> <td>Non PP (39)</td> <td>53.8%</td> <td>53.8%</td> <td>64.1%</td> <td>53.8%</td> </tr> </tbody> </table> <p>These outcomes are HIGHER for PP than 2018/19, but lower for non-PP There is a very small number of PP pupils due to Universal FSM in KS1</p>		R	W	M	RWM	PP (6)	83.3%	83.3%	83.3%	66.7%	Non PP (39)	53.8%	53.8%	64.1%	53.8%	<p>Continue</p> <p>Monitoring in autumn showed that writing with the LA pupils was not linked to phonics or based on basic skills. In the first part of the spring term, the expectations of writing were reviewed for LA pupils and planning across the phase amended. This will continue next academic year.</p>	-
	R	W	M	RWM															
PP (6)	83.3%	83.3%	83.3%	66.7%															
Non PP (39)	53.8%	53.8%	64.1%	53.8%															

PP pupils make expected or better progress in Writing in KS2	Use of Oracy and Power of Reading to teach writing. Basic sentence structure to be priority for all year groups. Staff to identify the barriers for specific children through PPM and establish clear strategies to use within the classroom.	NO DATA for 2019/20 due to COVID-19 Opportunities for oracy are planned into Power of Reading lessons. Basic skills were set as a priority in KS1 following monitoring in Autumn term.	Opportunities for Oracy to continue Basic skills to continue to be a priority across school and intervention to focus on these	£350
PP pupils attain at least expected standard in Reading, Writing and Maths	All classes to have ETA for Reading, Writing and Maths	From Y1/2 upwards, all classes have an ETA for Maths and English. ETA's are paid to start 15 minutes before the children arrive to share planning and expectations for the day with the class teacher Additional teacher in 3/4 team 5 mornings to support transition to KS2 and to close the gap between key stages	Continue Unable to sustain due to cost	£59,004 £11,633 £5095
	Same-Day intervention to be embedded in Maths to offer timely feedback and targeted support in KS2.	All KS2 classes had SDI. Refresher training and expectations shared by Maths Leader	Continue	-
The attainment gap in KS2 writing is closing.	To continue with strategies developed to ensure that PP pupils are making the expected progress or better.	Power of reading implemented Focused smaller adult led groups in writing Link between reading and writing to develop understanding of vocabulary Increased opportunities for 'hands on' experiences to support writing processes	Continue with PoR Increased opportunities for real life experiences- these will have been limited further for many pupils following the pandemic and lockdowns.	-
PP SEN to make expected progress and accelerated progress towards their specific targets.	ETA's/CT's to provide pre-teaching opportunities during morning work and assemblies. CT to provide opportunities within class to provide small group work. Making it Stick approach (retrieval and precision teaching) strategies to ensure children are revisiting consistently to embed knowledge and skills. Training given to staff. SEMH needs to build resilience and SEMH skills.	Interventions targeted at SEN support during assemblies and morning work Having 2 adults in class supported focused small group work- this was planned and shared with ETA Precision teaching used as a targeted intervention for SEN support Bespoke lessons on SEMH for all classes	Continue: <ul style="list-style-type: none"> • Pre-teach early bird sessions • Precision teaching 	£7262

PP pupils with EAL attain at least expected standard in Reading, Writing and Maths	Resources carefully chosen to meet needs of EAL pupils, visuals for EAL. Oracy opportunities within QFT.	Training provided for all teachers on EAL to understand how EAL pupils learn Increased use of visual cues used across the curriculum Increased opportunities for oracy within all lessons	Continue	£200
	ETA's/CT to provide pre-teaching opportunities during morning work and assemblies.	Interventions targeted at EAL pupils support during assemblies and morning work		-
The attendance gap between PP pupils and others will close The proportion of PP pupils with punctuality issues will diminish	Attendance to monitor attendance daily to pick up absence and lates Home visits as necessary Attendance data monitored to identify PP pupils whose attendance is below 90% and support family to increase	ATTENDANCE DATA DOES NOT GIVE A TRUE REFLECTION DUE TO COVID-19	Continue	£4,111
	Weekly Attendance Celebration to be introduced to raise the profile of regular / high attendance.	Autumn term- celebrated class attendance and trophy awarded	Continue	£200
	Monitor the punctuality of PP pupils and offer support to families. SEMH lead to support families' signposting for support. Providing breakfast club for support for punctuality.	ATTENDANCE DATA DOES NOT GIVE A TRUE REFLECTION DUE TO COVID-19 Families offered a place	Continue	£2,574
The amount of learning time lost by PP pupils challenging behaviour will diminish	Pupil's behaviour to be tracked and analysed using the school behaviour systems. Targeted support in class as a result of findings	Trackers analysed weekly. Support given for individual pupils by SEMH leader. Including check-ins / setting targets and in-class support	Continue	£12,700
	Restorative practice to be used- daily check-in's with vulnerable pupils to discuss behaviour and choices	Ongoing	Continue	-
	Behaviour report cards to be shared with parents at the end of each week to report on weekly behaviours linked to The Fixby Way. Time to be given to class teachers to complete	Stopped using these as pupils were not passing them to parents. Parents and pupils placed little importance to them.	-	-

	Individual SEMH interventions through BOXALL assessment for specific children. Coaching staff and children to use specific language to support children	Ongoing	Continue	£325
Oracy to be embedded within the school's curriculum. Pupils to be develop confidence and social skills.	Oracy developed through writing across school. Pupils to rehearse the language and vocabulary orally before writing.	Increased opportunities for talking partners during the writing process and ETA's used to model and support	Continue	-
	To paraphrase and not to repeat what peers say or teachers. Pupils to use evidence to back up their ideas.			-
ii. Targeted support				
The gap between the progress and attainment of PP and other pupils will diminish through timely intervention in READING, GPaS and MATHS	Focused Intervention groups across Phases <ul style="list-style-type: none"> • PPM's to identify pupils under-performing and gaps identified • Intervention programmes to be planned by class teachers 	PPM's given greater value by planning them during the school day and not after school	Continue	£1,540
	Project Code X- Reading Intervention	Taught in Autumn term	Continue	£3,630
	Accelerated Reading (AR)Scheme	In KS2, there were 14 pupils who did not engage with AR. 28% were PP and 72% were non-PP	Continue	1,941
	Year 5 children reading to children in KS1.	15 Y5 pupils read with KS 1 pupil sin the Autumn term	Continue	-
Pupils oracy skills are improved through specialist intervention programmes	Provide opportunities within class to practice their sentences and rehearse sentences.	Within lessons	Continue	-

PP pupils are emotionally prepared for learning and able to make the expected progress from their starting points	SEMH strategies (SULP) Boxall to show progress.	4 pupils (2 PP- 50%) accessed in Autumn term but no data due to COVID	Continue	£605
	Identified PP pupils to access weekly 'Draw and Talk' sessions with Pastoral Manager	6 pupils (1 PP- 17%) accessed in Autumn term but no data due to COVID	Continue	£9,934
	Lego therapy with Pastoral team	5 pupils (3 PP- 60%) accessed in Autumn term but no data due to COVID	Continue	
	Targeted intervention sessions for PP Pupils who struggle with friendship-Friendship Formulae	24 KS2 pupils (8 PP- 33%) accessed in Autumn term but no data due to COVID	Continue	
	To use emotion language and strategies to help support and regulate children within the class and around school.	6 pupils(3 PP- 50%) accessed in Autumn term but no data due to COVID	Continue	
Staff are fully prepared to meet the emotional needs of pupils Effective nurture interventions are in place to support pupils	Staff to access training on nurture groups and to complete the Mental Health Award (Carnegie College)	Mental Health First Aid Award x4 staff Roar training x 4 then delivered this to whole school staff Emotion coaching - delivered this to staff ELSA training for 2 staff EYFS early intervention mental health training x 2 Assessment and identification of SEMH. X2 Supporting children with bereavement	Continue	£1,915
2. Provide rich opportunities and experiences				
To raise the aspirations of pupils and to offer a rich and varied menu of educational experiences to broaden the opportunities and experiences				
Proportions of PP pupils who attend enrichment activities are in line with other pupils.	Provide funding and encouragement for pupils eligible for pupil premium to attend residential visits, educational visits and to participate in enrichment activities at school. PP pupils to be offered 1/3 of the cost of all enrichment activities	All PP pupils accessed enrichment activities in the Autumn terms and spring 1	Continue	-
	Range of after school enrichment opportunities / clubs to be available. PP pupils to be targeted and invited to specific clubs	In the autumn term 34% of PP pupils attended enrichment activities compared to 47% of non PP.	Continue Greater focus on encouraging PP Questionnaire to see how many children PP/non PP access out of school enrichment activities	£220
Proportions of PP pupils in	PP pupils to be encouraged to take on leadership responsibilities in school	20% of school prefects were PP. This is in line with the total % of PP across school	Continue	£315

Leadership roles within school are in line with other pupils.	To provide cultural capital through the curriculum, through foundation subjects.	Range of opportunities in school, including: <ul style="list-style-type: none"> Ballet Club Contributed to the Flower Festival at St Hilda's Church Music lessons 	Continue	£4,080
Pupils, and families, have high aspirations	Host a Careers fair in the Summer Term for pupils to attend with their parents	RESTRICTIONS IN SCHOOL DUE TO COVID-19	Consider in the future	-
3. Support parents and families				
To provide holistic support for families and pupils to remove barriers to learning				
Increased number of parents access events in school and run by school	DHT/SEMH Lead to offer informal social events for hard to reach families, including coffee mornings, pamper session. Cooking sessions play and stay sessions in the learning hub, computing sessions. Support from MHST.	REDUCED CAPACITY DUE TO COVID-19 Pamper Day for parents Attendance was very low, 3 families attended. 2 of these families were PP	Uptake was low. Further research needs to be done on engaging with parents, including parent questionnaires	£45
	DHT/SEMH Lead to offer drop in sessions outside school hours to access hard to reach families.	REDUCED CAPACITY DUE TO COVID-19	Continue but as above	-
	'Super Learning Days' where parents work alongside their children in class on learning activities	REDUCED CAPACITY DUE TO COVID-19	Continue- but will be dependent on COVID situation	-
	Curriculum presentations after school involving pupils to share what the children are learning in class Assemblies led by children, parents invited.	REDUCED CAPACITY DUE TO COVID-19	Continue- but will be dependent on COVID situation	-
Families work with school to meet the needs of their children	SEMH Lead to support families in an early intervention by providing one to one and small group parenting advice (including the Positive Parenting Course.)	Parents signposted to Northorpe hall for support- 3 families (2 PP- 67%)	Continue- but will be dependent on COVID situation	-
	SEMH lead to establish and maintain effective relationships will all families requiring additional support in order to enhance and maintain parenting capacity through the TAF process.	No TAF's needed	Continue	
	MHP to work with parents/children on their SEMH needs.	Worked with 6 pupils / 4 families (3 PP pupils 50%)	Continue	

Parents access support via the ABC Community Hub	Schools work with parents as partners; outreach work and signposting will continue to support parents to enter the work force and access further training.	Accessed ABC Hub throughout 2019-20 Signposted parents through Facebook and school website	Continue	-
	Volunteering opportunities in school will be used to encourage parents to engage and build confidence. The school will continue to host community learning opportunities and provide training opportunities through the school readiness courses and maintain links with Kirklees College and the ABC Community Hub	REDUCED CAPACITY DUE TO COVID-19 12 volunteers worked in school in the Autumn term. One of these was a parent.	Continue	-
TOTAL EXPENDITURE 2019-20				£128,059