

Fixby Junior & Infant School
Pupil Premium Strategy Statement 2020-21



Summary information					
Academic Year	2020-21	Total PP budget	£52,360 (7/12s 19/20 allocation) ever 6 £34,746 (5/12s 20/21 allocation) ever 6 £87,106 TOTAL ALLOCATION	Date of most recent PP Review	Sept 2020
Total number of pupils	300	Number of pupils eligible for PP	62	Date for next internal review of this strategy	Sept 2021

Current Attainment (2018-19) *This is the most recent published data (2019) as there will be no 2020 data due to lockdown

	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%					
			Y2 Phonics Retakes 2019		% achieving EXPECTED in Reading, Writing & Maths	70%	71%	75%	76%
			PP (2)	Non PP (5)	% achieving EXPECTED level in Reading	80%	80%	83%	76%
			0	20%	Progress in Reading			1.3	-2.4
			Y2 Phonics (Y1 2020 Cohort)		% achieving EXPECTED level in Writing	70%	74%	92%	90%
					Progress in Writing			2.5	-1.4
			PP	Non PP	% achieving EXPECTED level in Maths	80%	80%	92%	93%
			88%	83%	Progress in Maths			1.4	0.3

Aims (for pupils eligible for PP, including high ability)		Success Criteria
1	<p><u>Diminish the differences between groups of learners (TEACHING/ TARGETED ACADEMIC SUPPORT)</u></p> <ul style="list-style-type: none"> To ensure that provision is focused on closing attainment gaps between disadvantaged and non-disadvantaged pupils in the EYFS and Y2 retakes of the Phonic screening, and KS1 writing and that disadvantaged pupils continue to make progress as non-disadvantaged pupils with the same starting points 	<p>The gap between disadvantaged and other pupils has diminished in EYFS, Y2 Phonics retakes and KS1 writing</p> <p>All KS2 disadvantaged pupils, continue to make progress in Reading, Writing and Maths. PP pupils are able to access learning and individual barriers are identified and supported.</p>
2	<p><u>Pupils mentally healthy and ready to learn (following the Lockdown) (WIDER ISSUES)</u></p> <ul style="list-style-type: none"> To ensure there is no adverse impact on pupil's learning due to anxieties or experiences during the lockdown 	<p>Pupils are able to access their learning and fulfil their potential</p> <p>Progress in Reading, writing and maths is at least in line with non-disadvantaged</p>
3	<p><u>Provide rich opportunities and experiences (WIDER ISSUES)</u></p> <ul style="list-style-type: none"> To raise the aspirations of pupils and to offer a rich and varied menu of educational experiences to broaden the opportunities and experiences 	<p>Pupils have high aspirations for their future</p> <p>Pupils experiences are enhanced through the curriculum</p> <p>Disadvantaged pupils have access to and engage in, a variety of activities outside the school day.</p>
4	<p><u>Support parents and families (WIDER ISSUES)</u></p> <ul style="list-style-type: none"> To provide holistic support for families and pupils to remove barriers to learning 	<p>Positive relationships between home and school ensure that pupils are ready to learn</p>

Parents are better informed how to support their children's learning at home

Barriers to future attainment (for pupils eligible for PP, including high ability)

➤ **Based on 2018-19 data and 2019-20 cohort**

Academic barriers	External barriers
Lack of Resilience, coupled with low aspirations and value of education (for a minority of pupils)	Circumstances in the home have an impact on the pupil's emotional wellbeing in school. High proportion of pupils with SLCN in EYFS
Special Educational Needs- some of which are complex	Limited life and social experiences
A range of mental health issues	Low Attendance & Punctuality (for a minority of pupils)
Adverse experiences throughout the period of lockdown and resulting anxieties for a small number of pupils and/or parents	Deficiencies in language acquisition and comprehension of vocabulary (EAL families)
	Home engagement with learning

1. Diminish the differences between groups of learners

To ensure that provision is focused on closing attainment gaps between disadvantaged and non-disadvantaged pupils in the EYFS and Y2 retakes of the Phonic screening, and KS1 writing and that disadvantaged pupils continue to make progress as non-disadvantaged pupils with the same starting points

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Predicted Costs
Whole school ethos of raising attainment for all pupils that is focused on provision for disadvantaged pupils.						
Continuous provision in Y1 in Autumn term	Catch up learning from EYFS Gap between disadvantaged pupils attaining GLD is closing with non-disadvantaged pupils	Significant gap between disadvantaged and non-disadvantaged pupils achieving GLD QFT evidenced as highest impact approach by EEF Missed developments in EYFS due to school closure (COVID-19)	SLT monitoring PPM	CLA	End of Autumn 1 in first instance Autumn 2	£1000 resources
Outdoor Learning 'Adventure Fridays' in EYFS and Y1 Train a member of staff in Y1 to lead	Pupils show greater resilience and perseverance in the classroom Pupils are more creative in their play	EEF evidence shows that outdoor learning has the greatest impact on vulnerable pupils. This type of learning develops both cognitive and non-cognitive skills which can	Observations Pupil interviews	SLT	Termly	1 x ETA 1 pm a week £1090

	Gap between disadvantaged pupils attaining GLD is closing with non-disadvantaged pupils	then be transferred to classroom learning				
<p>Reading for Pleasure:</p> <ul style="list-style-type: none"> • Accelerated Reader • Class stories • Competitions / rewards • Whole school activities • Engage parents • Reading clubs • BooksPlus • Reading across the curriculum 	<p>Pupils can talk about their love of reading and talk with enthusiasm about books / characters</p> <p>Impact on reading data- increased number of disadvantaged pupils achieving ARE in reading</p>	<p>Pupils engagement in reading for pleasure is low across school</p>	<p>Pupil interviews</p> <p>PPMs</p> <p>Monitoring</p> <p>Accelerated reader reports</p>	<p>SA</p> <p>AS</p>	<p>Termly</p>	<p>£1000 (rewards & books plus subs)</p>
<p>Systematic phonics scheme implemented consistently from EYFS until Year 4</p> <ul style="list-style-type: none"> • Differentiated teaching groups • Games / hands on learning 	<p>Increase outcomes in Phonics screening in Y1 and retakes in Y2 so that disadvantaged are in line with ARE's</p> <p>The proportion of disadvantaged pupils in EYFS working within Phase 4 by the end of the year, is in line with their counterparts</p> <p>By the end of Year 4, all pupils achieve the expected standard in Phonics screening</p>	<p>Proportions of disadvantaged Y2 pupils achieving the expected standard in retakes is lower than non-disadvantaged.</p> <p>EEF Teaching and Learning Toolkit, identifies phonics as the best tool for teaching reading up to the age of 10</p> <p>There has been a 3 year downward trend in phonics outcomes</p> <p>Group of children in Lower KS2 are not working at the expected standard in Phonics</p>	<p>Observations</p> <p>PPM's</p> <p>Listening to readers</p>	<p>CLA / SA</p>	<p>Termly</p>	<p>£3315</p> <p>Teacher 1xpm</p> <p>£13615</p> <p>5 x ETA 5 x week for 1 hour</p> <p>£500 resources</p>
<p>Language Acquisition</p> <ul style="list-style-type: none"> • Reading aloud & book discussion • Explicitly extending vocabulary • Curriculum focused vocab and discussions • Technical vocabulary in Maths • Links with English and Topic lessons 	<p>Increased opportunities for discussion across the curriculum</p> <p>Adults modelling appropriate and challenging vocabulary</p> <p>Disadvantaged pupils use newly acquired vocabulary in context</p>	<p>EEF Teaching and Learning Toolkit illustrates that Oral language interventions have significant impact on learning, in addition to quality of spoken language improvements</p> <p>Vast majority of pupils in school are EAL</p> <p>Analysis of reading comprehension shows 'words in context' is a weak area across school</p>	<p>Planning Scrutiny</p> <p>Displays in classrooms</p> <p>Pupil interviews</p> <p>Wring book scrutiny</p> <p>Reading outcomes- PPM</p>	<p>SLT</p>	<p>Termly</p>	<p>£500 resources</p>

<p>Curriculum Maestro</p> <ul style="list-style-type: none"> • Opportunities for new experiences and vocabulary • Range of real artefacts linked to topics 	Disadvantaged pupils can talk with confidence about topic learnt, using accurate vocabulary	New OFSTED guidance re curriculum development based on extensive research	Pupil interviews Topic book scrutiny	CLA	Termly	£1800 (BooksPlus Subs) £2500 Curric Maestro subs
<p>Effective deployment of support staff to support disadvantaged pupils</p> <ul style="list-style-type: none"> • Daily planning time with class teacher • ETA's in all classes for Reading, Writing and Maths lessons 	All ETA's are having positive impact on pupils outcomes: increased number of disadvantaged pupils achieving ARE in reading, writing and maths	Where ETA's are effective in moving learning forward in class, they are confident with the planning for the day and what is expected of them within the lesson. EEF Teaching and Learning Toolkit illustrates that ETA's are most effective when they work effectively with the class teacher	Observation PPM Pupil outcomes	SLT	Termly	£46971 Cost of ETA-s 3xFT £17427 8x ams £7488 1.25 hours a week x11 (8.30-8.45)
<p>CPD for ETA's</p> <ul style="list-style-type: none"> • Identify gaps in ETA knowledge in Maths and English and act upon it with bespoke CPD • Marking & feedback 	All ETA's have the skills they need to move learning forward. Teaching of ETA's is effective across school	Monitoring has identified gaps in knowledge in some ETA's EEF Teaching and Learning Toolkit illustrates that ETA's are most effective when they work effectively with the class teacher	Lesson observations	SLT	Termly	£3315 1 x am supply weekly
<p>CPD for staff</p> <ul style="list-style-type: none"> • Making it Stick • Effective Pedagogy • Metacognition • Lesson study 	Teaching across school is effective and improving Outcomes for disadvantaged pupils is increasing, in line with non-disadvantaged pupils	Large provision of NQT's or RQT's in school Teaching in school is effective but good practice needs to be shared QFT evidenced as highest impact approach by EEF	Lesson observations PPM's	SLT	Termly	£3060 Supply 12 ams a term
<p>ELKLAN</p> <p>Explore becoming a Communication Friendly School</p>	Staff are confident to support pupils with communication difficulties Language and communication is integrated into the whole curriculum	High number of pupils with SLCD	Contact ELKLAN	CLA / SA	-	£3010

ELKLAN training for 2 members of staff to deliver intervention sessions	Staff are trained and confident to deliver quality interventions	High number of pupils with SLCD	Contact ELKLAN	CLA / SA	-	£600
<p>Accurate assessment systems, focused on disadvantaged pupils</p> <ul style="list-style-type: none"> Baseline assessment to identify gaps in learning Termly assessment points to identify barriers for learning, gaps, progress concerns for all groups <p>Mid-term health checks to monitor progress of those who are behind</p> <p>Pupil Progress Meetings</p> <ul style="list-style-type: none"> Identify gaps between disadvantaged and non-disadvantaged pupils Address barriers for learning for disadvantaged pupils <p>Set clear actions for disadvantaged pupils</p>	<p>Assessment process assess</p> <ul style="list-style-type: none"> gaps in knowledge Pupils not making expected progress Barriers for learning and actions (QFT or interventions) are set to address concerns <p>Disadvantaged pupils make at least expected progress and in line with non-disadvantaged pupils</p>	<p>Pupils have missed much learning in previous academic year due to COVID-19. The amount of absence differs for all pupils.</p> <p>Formative assessment is key to identifying gaps in learning and then used to plan the curriculum and next learning sequence</p>	PPMs Planning	SLT	Termly / half termly Daily assessment	£2805 Supply 11 x am's a term for PPM's
Increase attendance and punctuality rates for disadvantaged pupils						
<p>Attendance officer in school</p> <ul style="list-style-type: none"> Place at breakfast club <p>Incentives- including</p> <ul style="list-style-type: none"> trophy for classes Certificates/prizes for 100% attendance 	Attendance / punctuality for disadvantaged pupils is in line with non-disadvantaged pupils	Punctuality of a small number of disadvantaged families is of concern	Attendance monitoring	EB / CLA	Daily monitoring Half termly analysis	£7,631 £2,574 £300 Reward
Ensure pupils are ready to learn when they enter the classroom and are mentally healthy						
CPD for staff on positive mental health in the classroom	Staff recognise the impact of poor mental health on learning	Following long absence from school, pupils will have all had different experiences which will	Pupil interviews Staff interviews	SLT	Termly	Staff meeting / training days

Growth Mindset embedded in all classes • CPD for staff	Pupils show resilience when facing challenges	have an impact on their mental health and confidence in the classroom	Observations Pupil interviews	SLT	Termly	£200
Total budgeted cost						£120,701
ii. Targeted support						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Predicted Costs
Additional class teacher to target support in classes and reduce class size	Disadvantaged pupils make at least expected progress and it is in line with their counterparts	EEF evidence identifies that where class sizes are reduced and focused teaching is used, impact on vulnerable and lower attaining pupils is evident	Observations Book scrutiny Pupil outcomes	SLT	Termly	£22,582
Deliver high quality intervention programmes						
Precision teaching (all) 1:1 intervention 3 x week for 10 mins	Key knowledge is transferred from short-term memory to long term. Knowledge is transferred into pupils work	EEF identifies that small group tuition is effective for LA pupils, and the biggest impact is where pupils with similar needs are grouped	Observations Pupil outcomes	SA	Termly	ETA's within school
Reading recovery (Y3&4) 1:1 intervention 3 x week for 30 mins	Outcomes in reading and writing are improved for disadvantaged pupils, progress gap between non-disadvantaged pupils is reducing		Observations Pupil outcomes	SA	Termly	
Project X (Y4&5) Group of 4 pupils 2 x week for 20 mins	Outcomes in reading are improved for disadvantaged pupils, progress gap between non-disadvantaged pupils is reducing		Observations Pupil outcomes	AS	Termly	
Phonics Groups (YR-4) Group of 6 pupils 2 x week for 20 mins	Outcomes in reading and writing are improved as a result of deeper phonological awareness		EEF Teaching and Learning Toolkit, identifies phonics as the best tool for teaching reading up to the age of 10 There has been a 3 year downward trend in phonics outcomes	Observations Pupil outcomes	SA	

		Group of children in Lower KS2 are not working at the expected standard in Phonics				
Nuffield Early Language programme (NELI) (EYFS & Y1) 3x week for 20 weeks (groups of 5)	Improved listening, narrative and vocabulary skills in EYFS and Y1	Proportion of disadvantaged pupils achieved GLD is lower than non-disadvantaged Evidence based intervention – national project	Observations- intervention & pupils in classroom PPM Pupil interviews	RD	Summer term	
Developing motor skills (EYFS) Group of 4 pupils	Improved gross motor skills	Proportion of disadvantaged pupils achieved GLD is lower than non-disadvantaged	Observations Pupil outcomes	RD	Termly	
Nursery Narrative (EYFS) Group of 4 pupils 2 x week for 15 mins	Improved listening, narrative and vocabulary skills in EYFS	Proportion of disadvantaged pupils achieved GLD is lower than non-disadvantaged Proportion of SLCN in EYFS	Observations Pupil outcomes	SA	Termly	
ELKLAN intervention (EYFS & KS1)	Improvement in speaking and communication skills	High number of pupils in EYFS and KS1 with difficulties in speech and language	Observations Pupil outcomes	SA	Termly	
Times Table Rock Stars (KS2) Groups of 6 pupils Daily x 10 mins	Knowledge of timetables improved and applied into maths work	LKS2 times table test	Observations Pupil outcomes	SA	Termly	
SULP (KS2) Groups of 6 pupils 3 x week for 20 mins	Improvement in listening and communication skills	Large proportion of pupils	Observations Pupil outcomes	SA	Termly	
SEN Outdoor learning (LKS2) Group of 6 pupils 2 x 1 hour a week	Improved resilience, confidence and independence	Large proportion of EHCP's in school Large proportion of SEN Support pupils in LKS2	Observations Pupil interviews	SA	Termly	
One-to-One tuition for all pupils to provide rapid-catch up	PP pupils are not disadvantaged by the absence from school due to COVID-19	Government Catch-up funding	Pupil Outcomes	SLT	Termly	£26,000 See additional Plan
Total budgeted cost						£22,582

2. Pupils mentally healthy and ready to learn (following the Lockdown)

To ensure there is no adverse impact on pupil's learning due to anxieties or experiences during the lockdown

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Predicted Costs
Embed SEMH across the curriculum and plan and deliver a quality PHSE curriculum	Staff are trained on the benefits of good mental and physical health	Some children have significant emotional barriers, which hinders their ability to succeed academically therefore systems, and interventions need to be established in order to effectively diminish these barriers.	Observations	SA	Spring term	£500
	PHSE curriculum is fit for purpose and addresses all aspects of health and well-being		Planning scrutiny	CLA	Termly	£700 resources
	Pupils are able to express their own emotions and have a good understanding of what good mental health looks like and how to seek help if / when needed		Planning scrutiny Pupil interviews	SA	Termly	-
SEMH leader working with disadvantaged pupils in a 'drop-in' capacity for pupils	Early intervention of pupils with SEMH needs and targeted intervention so all pupils can achieve their potential		CPOM's data	SA	Termly	£9175 EB- 3 hours a day 4 days a week
Boxall assessments to be used on vulnerable children to identify effective strategies to meet individual needs	Pupils are able to access learning as all their emotional needs are met		Monitoring progress using Boxall assessment	SA	Annually	Boxall costs £300
SEMH leader to access training on anxiety, bereavement and counselling	SEMH leader has the necessary skills to support pupils in school		Following the global pandemic, COVID-19, an increased number of pupils in school have experienced 'loss' and are experiencing trauma and anxiety (parental feedback)	SEMH leader record keeping	SLT	Termly
Continue working with 'Trailblazers' to access	Pupils get professional support to meet their needs by referring to Mental Health Practitioner	Pupils with better health and wellbeing are likely to achieve better academically. (The link	Observations Pupil interviews	SLT	Termly	-

training and support for pupils	Staff are able to support pupils mental health in the classroom, through targeted training	between pupil health and wellbeing and attainment, PHE Nov 2014)				
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Bespoke SEMH interventions for targeted pupils						
Lego Therapy Up to 4 pupils 30 mins x week	Pupils are able to express worries and concerns in a play based way and as such, are ready to access learning	Pupils with better health and wellbeing are likely to achieve better academically. (The link between pupil health and wellbeing and attainment, PHE Nov 2014)	Observation Pupil interviews Pupil outcomes	SA	Termly	EB- 4x pms £9600
Draw and Talk 1:1 30 mins x week	Pupils are able to express worries and concerns in a play based way and as such, are ready to access learning		Observation Pupil interviews Pupil outcomes	SA	Termly	
Friendship formulae Up to 8 pupils 45 mins 2 x week	Lower levels of friendship concerns and as such, are ready to access learning		Observation Pupil interviews Pupil outcomes	SA	Termly	
Play Therapy 1:1 30 mins x week	Pupils are able to express worries and concerns in a play based way and as such, are ready to access learning		Observation Pupil interviews Pupil outcomes	SA	Termly	
Socially Speaking / Sulp Up to 6 pupils 30 mins x week	Pupils have effective relationships with their peers and are able to express their emotional needs and as such, are ready for learning		Observation Pupil interviews Pupil outcomes	SA	Termly	
ELSA 1:1 30 mins x week	Pupils are able to express their own emotions and have a good understanding of what good mental health looks like		Observation Pupil interviews Pupil outcomes	SA	Termly	FM 1 x pm £1090
Total budgeted cost						£21,865

3. 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

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Predicted Costs
Reduced rates on all school visits and inspiration days	All disadvantaged pupils can access all school visits	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 the gap in learning and attainment.	Comparison data	CLA	Summer	£750
PP pupils to be encouraged to take on leadership responsibilities in school, including: <ul style="list-style-type: none"> • Prefects • School Councillors • Reading ambassadors 	There is a balance in school of disadvantaged / non-disadvantaged pupils accessing leadership roles		Comparison data	CLA	Summer	-
Range of after school enrichment opportunities / clubs to be available. PP pupils to be targeted and invited to specific clubs	There is a balance in school of disadvantaged / non-disadvantaged pupils accessing enrichment activities	Significantly fewer proportion of disadvantaged pupils are accessing enrichment activities	Comparison data	CLA	Summer	-
Total budgeted cost						£750

4. Support parents and families

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

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Predicted Costs
Informal social events for hard to reach families	Parental engagement increases and more families are accessing school events	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. Research shows that positive home school partnerships enhance the quality of learning for all children.	Comparison data	SA	Summer	£500
SEMH Lead to support families in an early intervention by providing one to one and small group parenting advice (including the Positive Parenting Course.)			Comparison data	SA	Summer	
Workshops for parents, led by staff team and external providers where appropriate along with parent-pupil workshops		Research suggest that parental involvement is consistently associated with pupils' success at school.	Comparison data Parent comments	SA	Summer	£250
School readiness workshops in Summer term for new Reception Parents	Pupils are 'school ready' when they start school Parents and school have established effective relationships from the start of their school journey	Supportive parenting and stimulating home learning environments have been shown to be amongst the strongest predictors of school readiness and future achievement. A large proportion of pupils at Fixby start school with a low baseline, particularly with PSED	Baseline data	CLA	October	-
ELKLAN training for parents	Parents are able to support their child's speech and language development at home Number of pupils needing specific S&L intervention reduces	Supportive parenting and stimulating home learning environments have been shown to be amongst the strongest predictors of school readiness and future achievement. A large proportion of pupils at Fixby start school with a low baseline, particularly with CLL	Pupil outcomes	SA	Summer	£500
Total budgeted cost						£1250
Total Academic year					£167,148	

Review of expenditure for 2020-21

Summary of Engagement of Pupil Premium Pupils with learning during lockdown (average figures based on consistent engagement)

Class	Consistent engagement		Provided with laptop		In school (Vulnerable or Key Worker)		Paper packs provided	
	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
R	86%	94%	0	0	14%	17%	71%	50%
R	100%	100%	0	0	20%	31%	60%	50%
1	63%	89%	13%	0	13%	26%	50%	11%
1/2	80%	51%	20%	10%	20%	24%	0	29%
2	100%	100%	0	0	0	30%	0	0
3	75%	88%	25%	8%	0	4%	25%	8%
3/4	75%	91%	25%	5%	25%	27%	13%	14%
4	56%	95%	11%	0	33%	38%	22%	0
5	67%	68%	0	5%	17%	5%	17%	16%
5/6	100%	77%	0	9%	0	18%	0	0
6	71%	83%	0	0	0	4%	0	0
TOTAL	76%	85%	8%	4%	18%	20%	25%	15%

1. 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							
Action	Success Criteria	Impact			Lessons learned (and whether you will continue with this approach)	Cost	
Continuous provision in Y1 in Autumn term	Catch up learning from EYFS Gap between disadvantaged pupils attaining GLD is closing with non-disadvantaged pupils	In house Data- as no external data			Continue	-	
			Read	Write			Maths
		All	69%	69%			74%
		PP	50%	50%			67%
		Non PP	79%	79%			79%
PP pupils performed lower than Non-PP							
Outdoor Learning 'Adventure Fridays' in EYFS and Y1 Train a member of staff in Y1 to lead	Pupils show greater resilience and perseverance in the classroom Pupils are more creative in their play Gap between disadvantaged pupils attaining GLD is closing with non-disadvantaged pupils	67% (4/6 pupils) of PP pupils attained GLD compared to 73% of Non-PP pupils. All staff in EYFS are effective in delivering outdoor learning in EYFS. This did not transfer to Year 1			Very successful in EYFS but time is much more limited in Year 1. Continue in EYFS	-	
Reading for Pleasure: <ul style="list-style-type: none"> Accelerated Reader Class stories Competitions / rewards Whole school activities Engage parents Reading clubs BooksPlus Reading across the curriculum 	Pupils can talk about their love of reading and talk with enthusiasm about books / characters Impact on reading data- increased number of disadvantaged pupils achieving ARE in reading	In house Data- as no external data			Monitoring during the lockdown period shows that pupils did not engage in reading at home. Reading for pleasure need to be an area for development in 2021-22	£1,715 £5,823	
		READING	Cohort	PP			Non PP
		EYFS	74%	67%			78%
		Y1	69%	50%			79%
		Y2	64%	54%			71%
		Y3	53%	57%			53%
		Y4	67%	53%			73%
		Y5	73%	63%			76%
		Y6	93%	93%			93%
		The gap between PP and non PP closes by Y6 but is an area of concern in Y2, 3, and 4					
Systematic phonics scheme implemented consistently from EYFS until Year 4	Increase outcomes in Phonics screening in Y1 and retakes in Y2 so that disadvantaged are in line with ARE's	In house Data- as no external data			Phonics will be taught as the main strategy for teaching early reading, but where this is not having a positive	£17,282	
		PHONICS SCREEN	PP	Non PP			

<ul style="list-style-type: none"> Differentiated teaching groups Games / hands on learning 	<p>The proportion of disadvantaged pupils in EYFS working within Phase 4 by the end of the year, is in line with their counterparts</p> <p>By the end of Year 4, all pupils achieve the expected standard in Phonics screening</p>	Y1	64%	81%	<p>impact in Year 4, Precision teaching will be used.</p>					
		Y2	100%	88%						
		<p>Bespoke teaching in Y3 and 4 for pupils who were not at the expected standard in Phonics.</p> <p>Precision Teaching was introduced to support these learners as repeating phonics was not showing impact</p>								
<p>Language Acquisition</p> <ul style="list-style-type: none"> Reading aloud & book discussion Explicitly extending vocabulary Curriculum focused vocab and discussions Technical vocabulary in Maths Links with English and Topic lessons 	<p>Increased opportunities for discussion across the curriculum</p> <p>Adults modelling appropriate and challenging vocabulary</p> <p>Disadvantaged pupils use newly acquired vocabulary in context</p>	<p><i>Limited impact due to lockdown.</i></p> <p>Monitoring in the summer shows that vocabulary is part of all planning and is modelled by all staff (Lesson observations & Drop in's)</p>			Continue to embed in all lessons	-				
<p>Curriculum Maestro</p> <ul style="list-style-type: none"> Opportunities for new experiences and vocabulary Range of real artefacts linked to topics 	<p>Disadvantaged pupils can talk with confidence about topic learnt, using accurate vocabulary</p>	<p><i>Limited impact due to lockdown.</i></p> <p>Artefacts to bring learning to life were used during in school topic lessons (BooksPlus)</p> <p>This widened the children's experiences and developed vocabulary.</p>			Continue	£4,300				
<p>Effective deployment of support staff to support disadvantaged pupils</p> <ul style="list-style-type: none"> Daily planning time with class teacher ETA's in all classes for Reading, Writing and Maths lessons 	<p>All ETA's are having positive impact on pupils outcomes:</p> <ul style="list-style-type: none"> increased number of disadvantaged pupils achieving ARE in reading, writing and maths 	In house Data- as no external data						<p>Continue- However, need to look at the needs of PP pupils as individuals to identify barriers to learning</p>	£71,886	
			Read		Write		Maths			
			PP	Non	PP	Non	PP			Non
		EYFS	67%	78%	67%	76%	67%			82%
		Y1								
		Y2	54%	71%	54%	68%	46%			64%
Y3	57%	53%	57%	47%	43%	42%				

		<table border="1"> <tr> <td>Y4</td> <td>53%</td> <td>73%</td> <td>33%</td> <td>53%</td> <td>53%</td> <td>77%</td> </tr> <tr> <td>Y5</td> <td>63%</td> <td>76%</td> <td>63%</td> <td>66%</td> <td>50%</td> <td>66%</td> </tr> <tr> <td>Y6</td> <td>93%</td> <td>93%</td> <td>73%</td> <td>83%</td> <td>80%</td> <td>79%</td> </tr> </table>	Y4	53%	73%	33%	53%	53%	77%	Y5	63%	76%	63%	66%	50%	66%	Y6	93%	93%	73%	83%	80%	79%		
Y4	53%	73%	33%	53%	53%	77%																			
Y5	63%	76%	63%	66%	50%	66%																			
Y6	93%	93%	73%	83%	80%	79%																			
		There is no pattern in school when comparing the outcomes of PP with Non PP pupils.																							
CPD for ETA's <ul style="list-style-type: none"> Identify gaps in ETA knowledge in Maths and English and act upon it with bespoke CPD Marking & feedback 	All ETA's have the skills they need to move learning forward. Teaching of ETA's is effective across school	Monitoring of ETA's across school show that they have a positive impact on pupils learning as a result of CPD and clear direction from class teachers. School purchased the National College Training package during the lockdown and all ETA's accessed course and personal CPD through this mechanism.	Continue	£1,194																					
CPD for staff <ul style="list-style-type: none"> Making it Stick Effective Pedagogy Metacognition Lesson study 	Teaching across school is effective and improving Outcomes for disadvantaged pupils is increasing, in line with non-disadvantaged pupils	School purchased the National College Training package during the lockdown and all ETA's accessed course and personal CPD through this mechanism.	Continue																						
ELKLAN Explore becoming a Communication Friendly School	Staff are confident to support pupils with communication difficulties Language and communication is integrated into the whole curriculum	Leaders (3 teachers) have accessed ELKLAN training	Continue- the impact on pupil outcomes will be seen in 2021-22	£4119																					
ELKLAN training for 2 members of staff to deliver intervention sessions	Staff are trained and confident to deliver quality interventions																								
Accurate assessment systems, focused on disadvantaged pupils <ul style="list-style-type: none"> Baseline assessment to identify gaps in learning Termly assessment points to identify barriers for learning, gaps, 	Assessment process assess <ul style="list-style-type: none"> gaps in knowledge Pupils not making expected progress Barriers for learning and actions (QFT or interventions) are set to address concerns 	Assessment systems in school are very robust. Pupil outcomes are reviewed on a personal level and class / vulnerable groups through PPM's and actions set	Continue	£2805																					

<p>progress concerns for all groups</p> <ul style="list-style-type: none"> • Mid-term health checks to monitor progress of those who are behind <p>Pupil Progress Meetings</p> <ul style="list-style-type: none"> • Identify gaps between disadvantaged and non-disadvantaged pupils • Address barriers for learning for disadvantaged pupils <p>Set clear actions for disadvantaged pupils</p>	Disadvantaged pupils make at least expected progress and in line with non-disadvantaged pupils				
TOTAL					£109,124
Increase attendance and punctuality rates for disadvantaged pupils					
<p>Attendance officer in school</p> <ul style="list-style-type: none"> • Place at breakfast club <p>Incentives- including</p> <ul style="list-style-type: none"> • trophy for classes • Certificates/prizes for 100% attendance 	Attendance / punctuality for disadvantaged pupils is in line with non-disadvantaged pupils		% Attendance	Further research is needed into improving attendance for PP pupils	
		PP	89%		
		Non PP	93.9%		
		All pupils	93.1%		
		Attendance is lower for PP than non PP			
Three pupils attended breakfast club and had their costs reduced by 30%					
TOTAL					£432
Ensure pupils are ready to learn when they enter the classroom and are mentally healthy					
CPD for staff on positive mental health in the classroom	Staff recognise the impact of poor mental health on learning	School received 'School's Mental Health Award' from Leeds Beckett University. All staff are trained in recognising the impact of poor mental health and sign post pupils to the SEMH Leader	Continue for new staff as part of the induction. Refresher training / support needed throughout next year		-
Growth Mindset embedded in all classes CPD for staff	Pupils show resilience when facing challenges	Bespoke support is offered through the SEMH leader for pupil's who struggle with resilience.	This is embedded in all classes Continue for new staff as part of the induction.		-

		Monitoring across school shows that pupils' behaviour for learning is good.							
TOTAL				-					
ii. Targeted support									
Action	Success Criteria	Impact	Lessons learned (and whether you will continue with this approach)	Cost					
Additional class teacher to target support in classes and reduce class size	Disadvantaged pupils make at least expected progress and it is in line with their counterparts	In house Data- as no external data			Year 5 in 2021-22 are an area of focus				
		Read		Write		Maths			
		PP	Non	PP		Non	PP	Non	
		Y3	57%	53%		57%	47%	43%	42%
		Y4	53%	73%		33%	53%	53%	77%
		The additional teacher supported in the mixed Y3/4 class with the MA/ LA and SEND pupils. This meant that the pupils were taught in smaller groups and always by a teacher. PP and non-PP in Year 3 are broadly in line. The gap in year 4 is wider			22582				
TOTAL				£22,582					
Deliver high quality intervention programmes									
Precision teaching (all) 1:1 intervention 3 x week for 10 mins	Key knowledge is transferred from short-term memory to long term. Knowledge is transferred into pupil's work	Taught in the mixed Year 3/4 class. Within the precision teaching programme, all pupils made personal progress and this was evidenced in their writing books.		Continue and move into the Year 5/6 class	£570-resources				
Reading recovery (Y3&4) 1:1 intervention 3 x week for 30 mins	Outcomes in reading and writing are improved for disadvantaged pupils, progress gap between non-disadvantaged pupils is reducing	One PP child accessed this. The progress in his reading and writing is evident in his work. He has developed increased resilience and confidence in his own abilities		Not to continue- however the principles in how teaching writing is taught are to transfer into the classroom. It is not cost effective.	-				
Project X (Y4&5) Group of 4 pupils 2 x week for 20 mins	Outcomes in reading are improved for disadvantaged pupils, progress gap between non-disadvantaged pupils is reducing	Not actioned due to limited staffing		Continue	-				
Phonics Groups (YR-4) Group of 6 pupils 2 x week for 20 mins	Outcomes in reading and writing are improved as a result of deeper phonological awareness	PHONICS SCREEN Y1 Y2	PP 64% 100%	Non PP 81% 88%	£9175				

		Year 3 & 4: Outcomes were lower than previous years due to lockdown's and increased pupil absences.			
Nuffield Early Language programme (NELI) (EYFS & Y1) 3x week for 20 weeks (groups of 5)	Improved listening, narrative and vocabulary skills in EYFS and Y1	Teacher assessment: pp Baseline: C&L 2 out of 3 on track – 67% U 2 out of 3 on track – 67% S 0 out of 3 on track – 0%	Teacher assessment: Non pp Baseline: C&L 0 out of 10 on track – 0% U 2 out of 10 on track – 20% S 1 out of 10 on track – 10%	School are using ELKLAN rather than NELI in 2021-22	
		July 2021 C&L 3 out of 3 on track – 100% U 3 out of 3 on track – 100% S 3 out of 3 on track – 100%	July 2021 C&L 8 out of 10 on track – 80% U 10 out of 10 on track – 100% S 6 out of 10 on track – 60%		
		All PP pupils attained the ELG's in Communication & Language, Understanding and Speaking by the end of the intervention compared to 80% in C&L and 60% in U for non PP pupils			
Developing motor skills (EYFS) Group of 4 pupils	Improved gross motor skills	The EYFS leader accessed 8 hours training on Fundamental Movement Skills and this was used for the whole class. The curriculum was adapted to be more skills based with a focus on developing gross and fine motor skills		Continue	£89
Nursery Narrative (EYFS) Group of 4 pupils 2 x week for 15 mins	Improved listening, narrative and vocabulary skills in EYFS	Not actioned due to staffing restrictions		School to use ELKLAN-Communication Friendly school.	-
ELKLAN intervention (EYFS & KS1)	Improvement in speaking and communication skills	Training ongoing with relevant staff		To continue, specific training for all staff in school with evidence of impact with specific children.	
Times Table Rock Stars (KS2) Groups of 6 pupils Daily x 10 mins	Knowledge of timetables improved and applied into maths work	Weekly competitions held throughout lockdown to help increase confidence levels within this area Year 3 and 4 used Rockstars three times a week		Continue	£239

		during morning work. Teachers reported an improvement in times tables speed and accuracy the more often they used it. This was set as homework often as well in the run up to the Multiplication Check - data is unavailable for this due to it being a trial. During lockdown, on one particular day, there were a combined 1900 minutes spent on the app, practicing time tables. On the same day, over 50,000 answers were given correctly. This was also used to support learning during certain maths lessons which had a times table focus. Over 200 pupils in school have accessed this resource, at school or at home.		
SULP (KS2) Groups of 6 pupils 3 x week for 20 mins	Improvement in listening and communication skills	Not actioned this due to COVID	Emotion coaching interventions to be put in place. PM to be given training.	
SEN Outdoor learning (LKS2) Group of 6 pupils 2 x 1 hour a week	Improved resilience, confidence and independence	Doing outdoor sports that appeal to the specific child / children. Monitoring of the pupils after the intervention showed: <ul style="list-style-type: none"> • Increased confidence • Increased their independence and organisational skills in class • Improvement in following instructions. • Improved resilience. • increased their mood and positivity 	Continue	-
One-to-One tuition for all pupils to provide rapid-catch up	PP pupils are not disadvantaged by the absence from school due to COVID-19			£26,000 See additional Plan
TOTAL				£10,073

2. Pupils mentally healthy and ready to learn (following the Lockdown)

To ensure there is no adverse impact on pupil's learning due to anxieties or experiences during the lockdown

Action	Success Criteria	Impact	Lessons learned (and whether you will continue with this approach)	Cost
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Embed SEMH across the curriculum and plan and deliver a quality PHSE curriculum	Staff are trained on the benefits of good mental and physical health	School received 'School's Mental Health Award' from Leeds Beckett University. All staff are trained in recognising the impact of poor mental health and sign post pupils to the SEMH Leader	Continue for new staff as part of the induction. Refresher training / support needed throughout next year	
	PHSE curriculum is fit for purpose and addresses all aspects of health and well-being	PHSE curriculum has been revised in line with statutory RSHE framework.	Continue to embed the curriculum	
	Pupils are able to express their own emotions and have a good understanding of what good mental health looks like and how to seek help if / when needed	Monitoring shows that the vast majority of pupils are able to express their feelings and emotions and self-regulate. Where this is not the case, bespoke interventions are in place with the SEMH lead.	Continue	-
SEMH leader working with disadvantaged pupils in a 'drop-in' capacity for pupils	Early intervention of pupils with SEMH needs and targeted intervention so all pupils can achieve their potential	SEMH leader is available before and after school, including breaks. Pupils who need support seek the leader out at these times. Parents also email directly if they are concerned. SEMH check's in on pupils who are known to be struggling.	Continue	-
Boxall assessments to be used on vulnerable children to identify effective strategies to meet individual needs	Pupils are able to access learning as all their emotional needs are met	Boxall tests have been carried out on 3 pupils. From the assessment outcomes, interventions are put in place to support. From the pupil's starting points, two made progress and were able to access more learning.	To continue with BOXALL children who require specific interventions for SEMH.	£72
SEMH leader to access training on anxiety, bereavement and counselling	SEMH leader has the necessary skills to support pupils in school	<ul style="list-style-type: none"> • ELSA • Strengthening Emotional Coaching Practice • Supporting Staff well-being for Education • Practical tips of supporting anxiety in primary schools • Well-being for Education Initiative • ACE's and Resilience 	There is a new Pastoral Manager in place who will need training.	
Continue working with 'Trailblazers' to access training and support for pupils	Pupils get professional support to meet their needs by referring to Mental Health Practitioner	2 pupils were referred to the Mental Health Practitioner. Support was offered to the pupil's families and one child was signposted to further services	This service needs to be agreed by parents and a number of parents refused.	-

	Staff are able to support pupil's mental health in the classroom, through targeted training	All staff are trained in recognising the impact of poor mental health and sign post pupils to the SEMH Leader	Continue with a focus on breaking down the stigma associated with Mental Health on parents	-
Bespoke SEMH interventions for targeted pupils				
Lego Therapy Up to 4 pupils 30 mins x week	Pupils are able to express worries and concerns in a play-based way and as such, are ready to access learning	Children worked in a team, using listening skills and also having a role within a group and able to communicate the instructions to another pupil. Children enjoyed the sessions.	To monitor using these skills within the classroom, working with class teachers so it can have an impact within the classroom and around school. To continue	£9600
Draw and Talk 1:1 30 mins x week	Pupils are able to express worries and concerns in a play-based way and as such, are ready to access learning	Supports and helps the children to express their feelings about home and school. Supports parents understanding the children's anxieties and worries and supports them with strategies at home.	Continue	
Friendship formulae Up to 8 pupils 45 mins 2 x week	Lower levels of friendship concerns and as such, are ready to access learning	Supports friends to listen and communicate their feelings and understand play. Supports behaviour and fallouts in the classroom and at break time.	Continue	
Play Therapy 1:1 30 mins x week	Pupils are able to express worries and concerns in a play-based way and as such, are ready to access learning	Not done due to COVID	Not to continue	
Socially Speaking / SULP Up to 6 pupils 30 mins x week	Pupils have effective relationships with their peers and are able to express their emotional needs and as such, are ready for learning	Not done due to COVID	Emotion coaching to be used where appropriate for children.	
ELSA 1:1 30 mins x week	Pupils are able to express their own emotions and have a good understanding of what good mental health looks like	Not done due to COVID	ETA – to support a group of children for ELSA.	£1090
TOTAL				£10,762
3. 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				
Action	Success Criteria	Impact	Lessons learned (and whether you will continue with this approach)	Cost
Reduced rates on all school visits and inspiration days	All disadvantaged pupils can access all school visits	No visits took place due to COVID restrictions	Continue	-

<p>PP pupils to be encouraged to take on leadership responsibilities in school, including:</p> <ul style="list-style-type: none"> • Prefects • School Councillors • Reading ambassadors 	<p>There is a balance in school of disadvantaged / non-disadvantaged pupils accessing leadership roles</p>	<p>5 out of 14 Prefects were PP children (36%) – this also included 1 as two of the senior prefects.</p> <p>Due to COVID restrictions, and working in bubbles within school, we did not have a school council or Reading ambassadors.</p>	<p>All staff are trained in recognising the impact of poor mental health and sign post pupils to the SEMH Leader</p>	<p>£286</p>
<p>Range of after school enrichment opportunities / clubs to be available. PP pupils to be targeted and invited to specific clubs</p>	<p>There is a balance in school of disadvantaged / non-disadvantaged pupils accessing enrichment activities</p>	<p>We did not have enrichment clubs after school due to COVID restrictions, and working in bubbles.</p> <p>Class teachers ran booster clubs before or after school to address lost learning during the lockdown.</p>	<p>Continue</p>	<p>-</p>
TOTAL				£286

4. Support parents and families

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

Action	Success Criteria	Impact	Lessons learned (and whether you will continue with this approach)	Cost
Informal social events for hard to reach families	Parental engagement increases and more families are accessing school events	Could not be actioned due to COVID restrictions. SEMH leader addressed individual families to offer support.	To seek opportunities next year	-
SEMH Lead to support families in an early intervention by providing one to one and small group parenting advice (including the Positive Parenting Course.)				-
Workshops for parents, led by staff team and external providers where appropriate along with parent-pupil workshops				-
School readiness workshops in Summer term for new Reception Parents	Pupils are 'school ready' when they start school Parents and school have established effective relationships from the start of their school journey	Could not be actioned due to COVID restrictions.	To continue in 2021-22	-
ELKLAN training for parents	Parents are able to support their child's speech and language development at home Number of pupils needing specific S&L intervention reduces	Could not be actioned due to COVID restrictions.	To continue in 2021-22	-
TOTAL				0
TOTAL EXPENDITURE 2020-21			£153,259	
Allocated Funding			£87,106	
Over / Under Spend			£66,153	