

SUMMARY INFORMATION

Academic Year	2020-21	Total pupil premium budget: (Sept – July)	September 19 – March 20 (7/12) £11,527.00 April 20 – Aug 20 (5/12) £7271.00 Total: £18,798.00 September 20 – March 21 estimate = £10,179.00	Date of most recent pupil premium review:	August 2020
Total number of pupils:	243	Number of pupils eligible for pupil premium:	September 2019 – 13 September 2020 - 18	Date of next pupil premium review:	July 2021

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Disadvantaged pupils (particularly boys) making progress from EYFS to KS1 and across Years 3-6 in Reading, Writing, Maths and SpaG.
B	Disadvantaged pupils with complex SEN difficulties across all year groups
C	Disadvantaged pupils with individual social, emotional and mental health needs (SEMH)
D	Increased number of children with speech and language needs

ADDITIONAL BARRIERS	
External barriers	
E	A significant proportion of pupil premium pupils have limited access to experiences outside the home.
F	Parental engagement with reading at home.
G	Impact of Coronavirus and lockdown

Planned Expenditure for Current Academic Year 2020-2021

Quality first teaching for all				
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	When will you review this?

<p>Progress Review Cover Tracking and monitoring of pupil premium children.</p>	<p>2 xHLTA cover 1 day per half term across all classes so teachers meet with SLT to discuss progress and attainment, identifying target children and interventions to diminish differences.</p>	<p>The DFE found that more successful schools use data to identify the learning needs of disadvantaged pupils at every opportunity, by reviewing progress regularly, analysing for underperformance and engaging staff with the data to improve teaching and learning.</p>	<p>Headteacher and PP lead/SENCO to be present at progress reviews to discuss achievement and provision for pupil premium children. Progress review actions reviewed and evaluated at weekly key stage meetings to ensure that actions have been implemented. Interventions/quality of teaching and provision monitored through learning walks and further data analysis comparison</p>	<p>Termly as part of SLT monitoring</p>
<p>SENDCo attend Spen Trust multi-agency hub meetings each half term.</p>	<p>Liaise with external agencies to ensure that PP vulnerable pupils and their families can access additional support form external services.</p>	<p>Pupils with emotional and behavioural barriers to learning are supported well so that they can access learning more effectively and appropriate support strategies are implemented.</p>	<p>SENDCO to monitor impact of support and services accessed.</p>	<p>Main review July 2020</p>
<p>HLTAs to attend staff meetings.</p>	<p>To ensure high quality teaching and learning for all by having well equipped and trained HLTAs</p>	<p>Skilled teachers and teaching assistants deployed effectively to challenge and support pupil premium children https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	<p>Teaching and learning will be monitored in accordance with school policy. Senior leaders will be regularly invited to feedback during SLT meetings regarding the impact of actions taken during their dedicated leadership time.</p> <p>HLTA views to be taken in to account on areas for development.</p>	<p>Main review July 2020</p>

<p>Rocketing Readers sessions 8.40-9am Tuesday mornings.</p> <p>Due to COVID-19 this won't start until later on in the year.</p>	<p>Provide further opportunities for pupils to develop their reading skills and continue to develop strong home school links.</p>	<p>Progress in reading is a target area for development within school, for all pupils especially those who are disadvantaged. We aspire to continue to create a love for reading and encourage true reading for pleasure across the school.</p> <p>Promote strong home school links,</p>	<p>Monitor the uptake of workshops/family days of PP families. Parents to complete reviews of the workshops/family days to show impact</p>	<p>Review termly Main review July 2021</p>
<p>Additional ETA support within classes.</p>	<p>Pupils identified make progress in maths, english and reading reaching age related expectations.</p> <p>Pupils identified pass the year 1 phonics screening check.</p>	<p>https://educationendowmentfoundation.org.uk/resources/teachinglearning-toolkit/small-group-tuition/</p>	<p>All targeted interventions observed by SLT to ensure quality Progress and attainment of each child tracked and monitored in order to evaluate the impact of all targeted interventions. Provision maps evaluated and discussed at progress reviews. TA training to ensure staff are prepared TA training disseminated to ensure sustainability TA time planned in to prepare for tuition and skills groups</p>	<p>In accordance Assessment Schedule</p>
<p>Restore curriculum – Here we are books</p>	<p>All pupils, including those who are disadvantaged, have a settled return back to school after the impact of Coronavirus.</p>	<p>https://www.evidenceforlearning.net/recoverycurriculum/</p>	<p>Pupils will have a more settled return back to school and typical routines.</p> <p>Class teachers will identify any children that may need additional support/guidance on their return to school.</p> <p>Monitored through learning walks, pupil discussions and lesson observations.</p>	<p>Review Dec 2020</p>

ETA half termly training.	To ensure high quality teaching and learning for all by having well equipped and trained HLTAs	HLTA's equipped with the subject knowledge and skills in order to be effective within classes across school.	Learning walks, appraisals, pupil progress meetings.	Main review
Speech and Language Support	All pupils, including those who are disadvantaged develop effective language and communication skills to support their development of basic Reading, Writing and Speaking and Listening skills.	Language and Oracy are key for making progress and developing understanding in all curriculum areas. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/	Pupils with low language levels identified early and provision is put in place quickly to support progress. Monitored through learning walks, listening to children read, pupil discussions and lesson observations. Children have a wider knowledge of vocabulary and its meaning to support attainment and progress across the whole curriculum.	Review Dec 2020. Main review July 2021
Implement mental health first aid across school.	Pupils with emotional and behavioural barriers to learning are supported well so that they can access learning more effectively.	School is in agreement with the PSHE Association's statement that 'Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain.' The 'Curriculum for Life' report states that 'high wellbeing leads to high attainment': https://www.psheassociation.org.uk/system/files/Curriculum%20for%20life%20December%202017%2012.06%2019%20Dec.pdf	SLT and PSHE ed lead will monitor and ensure training is delivered and implemented across school.	Reviews ongoing.

<p>Increased parental confidence and capacity to support eligible pupils with their learning. Parents interact more regularly with school.</p>	<p>Many useful Information/Curriculum Evenings held for parents. For example, phonics, reading, online safety, SATs etc. Useful handouts printed/published on school website to help parents when supporting children with their learning. For example, SPaG terminology, Calculation Policies etc. Parents invited to attend activities in school throughout the year. For example, class assemblies.</p>	<p>Parental involvement is consistently associated with pupils' success at school including the active engagement of parents in supporting their children's learning at school. Teacher Guide: Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children [Nfer] reported outcomes of increased parental engagement include: improved academic performance; improved relationships with parents, teachers and schools; and increased parental involvement in schools. It also found that interventions focusing on both academic outcomes and parenting skills are more effective than working on either aspect in isolation.</p>	<p>Parents feel confident that they have developed the necessary skills to support their children's learning with next steps. New children/families settle into school quickly. Families feel supported by the school. Good communication exists between home and school.</p> <p>Uptake of these events to be monitored by SLT.</p>	<p>Main review July 21</p>
<p>Targeted Support</p>				
<p>Action</p>	<p>Intended outcome</p>	<p>What's the evidence and rationale for this choice?</p>	<p>How will you make sure it's implemented well?</p>	<p>When will you review this?</p>

<p>Lexonik intervention</p> <p>Due to COVID-19 this won't start until later on in the year.</p>	<p>Year 5 and 6 make progress in reading and understanding vocabulary.</p>	<p>Pupils identified make progress in english and reading reaching age related expectations.</p> <p>Progress in reading is a target area for development within school, for all pupils especially those who are disadvantaged.</p>	<p>All targeted interventions observed by SLT to ensure quality Progress and attainment of each child tracked and monitored in order to evaluate the impact of all targeted interventions. Provision maps evaluated and discussed at progress reviews. TA training to ensure staff are prepared TA training disseminated to ensure sustainability TA time planned in to prepare for tuition and skills groups</p>	<p>Termly as part of SLT monitoring</p>
<p>Pupil Premium book scheme – pupils get a book of their choice posted out to them at home.</p>	<p>Promote love of reading and pupils to gain wider life experiences.</p>	<p>Progress in reading is a target area for development within school, for all pupils especially those who are disadvantaged. We aspire to continue to create a love for reading and encourage true reading for pleasure across the school.</p>	<p>Monitor the uptake of workshops/family days of PP families. Parents to complete reviews of the workshops/family days to show impact</p>	<p>Main review Jul 2021</p> <p>SENDCo to complete mini review termly.</p>

Small group intervention Due to COVID-19 these won't start until later on in the year.	Pupils identified make progress in maths, english and reading reaching age related expectations. Pupils identified pass the year 1 phonics screening check.	https://educationendowmentfoundation.org.uk/resources/teachinglearning-toolkit/small-group-tuition/	All targeted interventions observed by SLT to ensure quality Progress and attainment of each child tracked and monitored in order to evaluate the impact of all targeted interventions. Provision maps evaluated and discussed at progress reviews. TA training to ensure staff are prepared TA training disseminated to ensure sustainability TA time planned in to prepare for tuition and skills groups	In accordance Assessment Schedule
Happiness and Wellbeing Journals	Targeted pupils improve emotional wellbeing and are emotional and behavioural barriers to learning are supported well so that they can access learning more effectively.	https://educationendowmentfoundation.org.uk/resources/teachinglearning-toolkit/social-and-emotionallearning	SENCO to monitor and review the impact of these	December 2020.
Other approaches				
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	When will you review this?

<p>Extra – Curricular Activities 2 paid for places for each PP child.</p>	<p>Pupils to gain wider experiences of school life. Have a positive impact on enthusiasm, well-being and improved self-esteem (pass report) Equal access for all pupils.</p>	<p>To ensure that all pupil premium children can gain access to a wide range of opportunities and enrichment activities beyond the school setting Enhancing life experiences and supporting their chances of meeting curriculum expectations</p>	<p>Class teachers will ensure that all pupils engage with educational visits, Golden Time activities and Enrichment/Theme days. PP lead and class teachers monitor impact on children’s willingness and reward success in engaging in collaborative learning.</p>	<p>Clubs/golden time activities reviewed every half term and new activities to be offered.</p>
<p>Subsidy for breakfast club</p>	<p>To support pupil premium families in providing children with basic needs required to learn. Ensure that identified PP children attend school and are settled to learn in classes</p>	<p>https://educationendowmentfoundation.org.uk/news/breakfast-clubsfound-to-boost-primary-pupilsreading-writing-and-maths-res/ Maslow</p>	<p>Monitor the uptake of breakfast club, identify pupils who will benefit from the provision across the year. Monitor, attendance, behaviour and attainment across this group</p>	<p>Main review July 2021</p>
<p>Provide free milk and fruit for PP within KS2</p>	<p>Support a nutritious diet throughout the school day so pupils can remain focused and engaged within their learning. Evidence contained within Maslow Hierarchy of Need.</p>	<p>Maslow Hierarchy of need provide milk and fruit for pupil premium pupils to support a nutritious diet</p>	<p>Monitor the uptake of free milk and fruit, identify pupils who will benefit from the provision across the year</p>	<p>Main review July 2021</p>

To support pupil premium families through funding school trips in order to open access to opportunities for pupil premium children	To ensure that all pupil premium children can gain access to a wide range of opportunities and enrichment activities beyond the school setting enhancing life experiences and supporting their chances of meeting curriculum expectations	To ensure that all pupil premium children can gain access to a wide range of opportunities and enrichment activities beyond the school setting Enhancing life experiences and supporting their chances of meeting curriculum expectations	Class teachers will ensure that all pupils engage with educational visits, Golden Time activities and Enrichment/Theme days. PP lead and class teachers monitor impact on children's willingness and reward success in engaging in collaborative learning.	Main review July 2021
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Review of expenditure from previous academic year 2019-20

PREVIOUS ACADEMIC YEAR 2019-2020			
Total amount: £18,798.00			
Quality of teaching for all			
Action	Intended outcome	Impact	Cost

Progress Review Cover Tracking and monitoring of pupil premium children.	2 x HLTA cover for 2 days so teachers can meet with SLT to discuss progress and attainment, identifying target children and interventions to diminish differences.	Class teachers identify needs of PP children and can discuss progress and barriers. PP children are monitored closely and interventions needed are promptly organised. Senior leaders support teachers in identifying strategies to accelerate progress and disadvantaged pupils who are underachieving are identified quickly by staff. High quality interventions readily available for all pupils.	£1688.68
SENDCo attend Spen Trust multi-agency hub meetings each half term.	Liaise with external agencies to ensure that PP vulnerable pupils and their families can access additional support form external services.	5 families have accessed additional support through attendance of these meetings. SENDCo become aware of other opportunities available to help support PP families. <i>Action – look at organising family support drop in sessions within school from early help. This didn't go ahead as planned due to lockdown and Coronavirus.</i>	£411.31
ETA half termly training and HLTAs to attend staff meetings.	To ensure high quality teaching and learning for all by having well equipped and trained HLTAs	HLTA's equipped with the subject knowledge and skills in order to be effective within classes across school.	£1959.42
Staff meeting time given to developing the curriculum	Whole school curriculum review with a focus on developing a rich understanding of vocabulary across the curriculum and expanding life experiences through the curriculum Closing the gap for socio economically disadvantaged pupils.	Curriculum reviewed, developed and updated ready for September 2020. New opportunities for real life experiences and focus on vocabulary across the curriculum to help develop language skills and understanding.	No additional cost
Reading/ Comprehension skills of all pupils, including those who are disadvantaged are developed effectively.	Peer mentors within school.	Pupils meet each morning so that older pupils can support younger pupils when practicing basic decoding/ grapheme recognition, reading fluency and basic understanding.	No additional cost
Total budgeted cost:			£4059.41
Targeted support			

Action	Intended outcome	Impact	Cost
<p>Small group tuition across KS2 maths.</p> <p>Small writing and reading group tuition.</p> <p>Small group phonics tuition</p> <p>Additional ETA support within classes.</p>	<p>Pupils identified make progress and reaching age related expectations in writing, reading and maths.</p> <p>Pupils identified make progress in passing phonics screening and KS1 reading SAT</p> <p>To support disadvantaged pupils within the classroom so they can access their learning and make progress. Pre-teach vocabulary so disadvantaged pupils have the knowledge and wide range of vocabulary required.</p>	<p>Due to COVID-19 interventions did not run for the full year.</p> <p>Disadvantaged pupils have the breadth of vocab required to access the curriculum and those with emotional and behavioural barriers to learning are supported well so that they can access learning effectively.</p>	£9636.58
Rocketing Readers sessions 8.40-9am Tuesday mornings.	Provide further opportunities for pupils to develop their reading skills and continue to develop strong home school links.	After trialing these sessions within individual classes the sessions have increased in up take so that they are now held in the hall. Uptake across KS1 is better than UKS2.	£211.20
GDS Writing group	To ensure pupils reached their potential at achieving Greater Depth Standard.	<p>Due to COVID-19 this intervention did not run for the full year so did not have the full impact.</p> <p>Out of 12 that took part 8 pupils were on track to meet GDS before lockdown.</p>	2 hrs a week DHT in reach time x 14 £704.20
Lexonik intervention	Year 5 and 6 make progress in reading and understanding vocabulary.	<p>Due to COVID-19 this intervention did not run for the full year. Out of the 8 PP children that took part 5 of them met age related expectations at the end of the year.</p> <p>In total 20 children took part and 15 of them met age related expectations at the end of the year.</p>	£1440.00

Pupil Premium book scheme – pupils get a book of their choice posted out to them at home.	Promote love of reading and pupils to gain wider life experiences.	Pupils who are part of the scheme have completed book reviews and discussed their books with class teachers. Class teachers have commented on an increase in enthusiasm for reading from these pupils. Action: Next year look at creating a book club where the pupils bring along their book and share it with the group.	£95.30
Happiness and Wellbeing Journals	Targeted pupils improve emotional wellbeing and are emotional and behavioural barriers to learning are supported well so that they can access learning more effectively. https://educationendowmentfoundation.org.uk/resources/teachinglearning-toolkit/social-and-emotionallearning	Pupils who were targeted were much more positive and settled within class. They showed more determination and resilience when class teachers were asked if they thought the sessions were having an impact.	£119.40
Continue to work towards diminishing the difference in reading attainment and progress. Targeted books – high engagement low reading ability books	https://educationendowmentfoundation.org.uk/resources/teachinglearning-toolkit/readingcomprehension-strategies/ Progress in reading is a target area for development within school, for disadvantaged pupils	Targeted pupils had a greater enthusiasm for reading and an increase in fluency was seen.	£108.34
Targeted support for pupils to assess their speech and language needs in order to narrow the gap. – ELKLAN test of language comprehension book.	Language and Oracy are key for making progress and developing understanding in all curriculum areas. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/	Pupils with gaps identified early so correct support can be put in place.	£50.00
Targeted SEMH support recommended by the Early Help Team	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/	Support started but had to be put on hold due to COVID-19.	£700

Whole school resilience challenge day.	To develop resilience and independent skills for children so that they can utilise these within their learning and everyday life. Positive impact on emotional well-being and self –confidence.	After surveying pupils and parents there was positive feedback about risk taking and developing independence schools within the children. Discussions about key pupils during pupil progress meetings showed that pupils were showing signs of giving things a go and pushing themselves further.	£990.00
Total budgeted cost:			£14055.02

Other approaches			
Action	Intended outcome	Impact	Cost
Extra – Curricular Activities 2 paid for places for each PP child.	Pupils to gain wider experiences of school life. Have a positive impact on enthusiasm, well-being and improved self-esteem (pass report) Equal access for all pupils.	5 children have accessed a wide range of after school clubs (Wheelie Club, ICT (Weds), Tag Rugby, Homework, ICT (Fri), Musical Theatre, Football, Hockey, Fit For Life)	£82.00
Provide free milk and fruit for PP within KS2 (10 pupils)	Support a nutritious diet throughout the school day so pupils can remain focused and engaged within their learning. Evidence contained within Maslow Hierarchy of Need.	Pupils maintain their concentration up until lunch time. When discussed with the pupils they were 'pleased' and 'appreciated' their snack and milk as it enables them to be healthy and ensure they don't go hungry throughout the day.	£345.00
To support pupil premium families in providing children with basic needs required to learn - School uniform subsidized.	Maslow Hierarchy Provide clothing for pupils that require it	Provided PP children with basic needs.	£90.00
To support pupil premium families through funding school trips in order to open access to opportunities for pupil premium children	To ensure that all pupil premium children can gain access to a wide range of opportunities and enrichment activities beyond the school setting Enhancing life experiences and supporting their chances of meeting curriculum expectations	School trips, subsidised. All KS2 PP children attended the residential trip to Winmarleigh Hall. Action: continue to provide opportunities for disadvantaged pupils to gain memorable and lifelong learning experiences	£561.00

Total budgeted cost:	£1078.00
Total Spent:	£19502.20