

### Review of expenditure from previous academic year 2020-21

PREVIOUS ACADEMIC YEAR 2020-2021			
Total amount: £18024.00			
Quality of teaching for all			
Action	Intended outcome	Impact	Cost
Progress Review Cover Tracking and monitoring of pupil premium children.	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.	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.	£2609.00  6 days HLTA 6 days SENCO 6 days Cover Supervisor
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.	4 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 previously didn't go ahead as planned due to lockdown and COVID-19</i>	£672.00  3 days SENCO

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 and ETAs.	HLTA's & ETAs equipped with the subject knowledge and skills in order to be effective within classes across school.	£4279.00
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
<b>Total budgeted cost:</b>			<b>£7560.00</b>
<b>Targeted support</b>			
<b>Action</b>	<b>Intended outcome</b>	<b>Impact</b>	<b>Cost</b>
Small group tuition across KS2 maths.  Small writing and reading group tuition.  Small group phonics tuition  Additional ETA support within classes.	Pupils identified make progress and reaching age related expectations in writing, reading and maths.  Pupils identified make progress in passing phonics screening and KS1 reading SAT  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.	Due to COVID-19 interventions did not run for the full year.  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. Targeted support was given to those identified during pupil progress meetings to narrow the gaps due to impact of COVID-19	£11,377.00  25 hours per week additional ETA time
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.	<b>Due to COVID-19 this didn't go ahead.</b>	£0.00
Restore curriculum – Here we are books	All pupils, including those who are disadvantaged, have a settled return back to school after the impact of Coronavirus.	Pupils had a smooth transition back in to school and had opportunities to explore their feelings and build back up to a 'normal' routine. Pupils were identified who required	£100.00

		further SEMH support so this could then be implemented. PASS report data showed that 4% of KS2 pupils were identified as being red and a concern.	
Implement mental health first aid across school.	Pupils with emotional and behavioural barriers to learning are supported well so that they can access their learning more effectively.	Increase in staff confidence at being able to support and sign post pupils to ensure they could access the correct help and support.	£500.00
Lexonik intervention	Year 5 and 6 make progress in reading and understanding vocabulary.	This intervention didn't run due to COVID-19	£1440.00
Use of CPOMS within school	Increased attendance for all pupils including those who are disadvantaged. Cases of persistent absenteeism to reduce further.  Communication about our most vulnerable and disadvantaged children is stored, shared and monitored effectively in school.	Effective monitoring and evidence gathering of pupils, their needs and what external support and other agency involvement.	£816.00
Emotional Well- being resources	Targeted pupils improve emotional wellbeing and emotional and behavioral barriers to learning are supported well so that they can access learning more effectively.	Targeted pupils engaged well with the sessions provided and a reduced number of behaviour incidents was noted within CPOMS and through discussions during pupil progress meetings.	£500.00
To continue to develop reading in KS1 alongside parental engagement.	Pupils to develop a love for reading and read a wide range of genres in order to be able to draw on these within their writing.	Children eagerly awaited Friday home times in KS1 because of the reading backpacks implemented in the Spring and Summer term. Pupils that were disengaged from reading at home have been inspired to read more at home in the hope they will receive the backpack at the end of the week. Pupils from all groups such as SEN, Pupil Premium, EAL etc have taken home the backpacks with good feedback and engagement from parents. It has made a great impact on those pupils that aren't frequent home readers and	£57.20

		should continue to encourage children to read more often at home.	
<b>Total budgeted cost:</b>			<b>£14790.20</b>

Other approaches			
Action	Intended outcome	Impact	Cost
Subsidy for breakfast club	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	Pupils had a much more settled start to the day and had breakfast ensuring they were ready and able to learn.	£912.00
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/Swimming things subsidized.	Maslow Hierarchy Provide clothing for pupils that require it	Provided PP children with basic needs.	£58.97
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. <b>Action: continue to provide opportunities for disadvantaged pupils to gain memorable and lifelong learning experiences</b>	£75.00
<b>Total budgeted cost:</b>			<b>£1390.97</b>
<b>Total Spent:</b>			<b>£23741.17</b>