



Holy Trinity CE Primary School Pupil Premium Strategy 2020-2021

1. Summary information					
School	Holy Trinity CE Primary School				
Academic Year	2020-2021	Total PP budget	£55,455	Date of most recent PP Review	04.12.2020
Total number of pupils	206	Number of pupils eligible for PP	39	Date for next internal review of this strategy	Dec 2021
<p>Statement Authorised by Sarah Chaloner</p> <p>Pupil Premium Lead - Amy Plant</p> <p>Governor Lead - Eve Smith</p>					

2. Current attainment - (End of Year 2018-19) No data 2020 due to COVID 19				
Inspection Dashboard Validated 2019	<i>Pupils eligible for PP</i>	<i>National benchmark</i>	<i>Pupils not eligible for PP</i>	<i>National benchmark</i>
KS2 reading (overall expected)	67%	62%	75%	73%
KS2 writing (overall expected)	67%	68%	78%	79%
KS2 maths (overall expected)	56%	68%	72%	79%
KS1 reading (overall expected)	50%	62%	73%	75%
KS1 writing (overall expected)	50%	55%	77%	69%
KS1 maths (overall expected)	50%	62%	77%	76%

Phonics Year One	72%	71%	82%	82%
Phonics Year Two	100%	50%	96%	59%

Headlines from Pupil Premium review

Leaders have worked hard to implement the Hertfordshire STEPS approach to behaviour management and have sought support from Hertfordshire County Council's behaviour lead to tailor provision for pupils with complex needs.

Leaders have appointed three employees to the roles of counsellor, Educational Psychologist and Family Support Worker. As a result, leaders are confident that they are able to provide strong support to both pupils and parents of disadvantaged pupils with multiple vulnerabilities.

The school's pupil premium strategy clearly demonstrates how the Pupil Premium funding is used to improve classroom pedagogy, provide targeted support and whole school strategies.

Leaders recognise that pupils attending Holy Trinity come from diverse cultural backgrounds and, therefore, are keen to celebrate this through the curriculum.

Pupil spoke to demonstrated positive attitudes to learning. They spoke confidently about their current and previous learning. Pupils spoke enthusiastically about the work the school is doing to improve vocabulary

3. Complicating factors/ Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

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| A. | As a school we have a broad and diverse need 22.11% of pupils in the school are eligible for pupil premium of these 20% have SEND, have EAL and 27% are summer born. |
| B. | There are low levels on entry of PPG pupils particularly in communication, literacy and language. |
| C. | Evidence suggest poor vocabulary enrichment impacts on both writing and maths attainment and is a whole school priority. |
| D. | There is a significant need on Social, emotional, mental health and SALT needs of children eligible for pupil premium in all year groups impacts on the progress of individual children |

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

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| E. | COVID 19 will have a future impact on attainment and wellbeing of pupils and their families including; <ul style="list-style-type: none"> - Pupil and parental anxiety |
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	<ul style="list-style-type: none"> - Disruption to face to face teaching - online and welfare checks in place - Possible impact on attendance 	
F	Parental engagement will improve. Parents will attend meetings for their children and take an interest in their out of school learning including the importance of reading. Further engage parents through marvellous me. Provide support for families through the Family Support Worker so that parents engage and work in partnership with the school.	
G	A proportion of Pupil Premium children are persistently late or absent, resulting in significant missed learning time	
H	Analysis and pupil case studies highlight a significant number of disadvantaged pupils have social, emotion and mental health needs.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To increase the progress and attainment of children eligible for pupil premium to be broadly in line with their peers by July 2021. Ensuring that all PP children are given an opportunity to make progress across the curriculum through identifying appropriate tailored support that will enable them to have success following the COVID19 pandemic.	PP children's data will show all children have made appropriate progress from their starting point utilising the quality first teaching/interventions/support put in place. Pupils eligible for PP to make accelerated progress across the school in Reading, Writing and Maths. This is to measured and tracked formally on a termly basis and monitored half termly in pupil progress meetings. Targets set to raise expectations so all staff understand the requirement for accelerated progress
B.	To improve oral language skills for pupils eligible for PP in all classes. Language assessments of all pupils on entry to identify and create targeted language programmes to close the gap. Delivering of programmes by trained members of staff to support and develop oral language skills.	Pupil eligible for PP in Reception and KS1 will make rapid progress by the end of the year so that pupil eligible for PP meet or exceed age related expectations. Children across the school who need improved oral skills will be identified and appropriate interventions will be put into place to diminish the difference
C.	Whole school focus on vocabulary enrichment in all areas of the curriculum following curriculum review.	Following a curriculum review in July 2020, all subjects will have an increased focused on vocabulary resulting in children having a wider breadth of knowledge across year groups. Jane Considine approaches will begin to be embedded by all teachers to support vocabulary

		development. Pupils will be using the vocabulary in their writing in all subjects.
D.	To increase the proportion of KS1 pupils reaching the required standard for Y1 Phonics Screening Check.	85% of pupils will achieve the require standard in the phonics screener June 2021.
E.	Ensure children can express their feelings and emotions through counselling, nurture club, Lego therapy sessions and social skills sessions. All pupils will be able to articulate their learning and show confidence in their learning in all year groups	Pupils will have consistently positive attitudes to learning by coming to school ready to learn. Children will feel supported and know how to seek support if they require it. Progress and attainment for targeted pupils will be accelerated. Pupils eligible for PP will be able to express their feelings and emotions following assess to support, they are confident in class and will achieve thus impacting on their resilience and accelerate their learning
F.	Provide support for families through the Family Support Worker so that parents engage and work in partnership with the school- parents' workshops targeted towards maths language use/ phonics and to support pre vocabulary learning to enrich projects. Further engage parents through the use of Marvellous Me	Parents will take an interest in their children's learning and attendance at meetings will improve. Parents will feel informed and able to support their children in their learning. Parents will hear their children read regularly and provide help and encouragement with their out of school learning. Pupils progress in RWM will be accelerated because of the additional support from home. Tracked on a termly basis through pupil progress meetings
G.	Attendance across the school for PP will improve and be broadly in line with non PP.	Attendance across the school for PP children will be broadly in line with non PP pupils.
H.	Whole school staff training and awareness on Mental Health and how Trauma and Attachment impacts on pupils, ensuring that this is a key focus throughout the academic year, in line with STEPs approaches.	All staff will be trained in Mental Health and Attachment. They will feel more confident in supporting the high needs of pupils resulting in pupils feeling more confident. STEP's approaches will be embedded and a running theme throughout school.

I.	To provide additional extra-curricular opportunities for PPG pupils.	PPG pupils will be offered extra-curricular activities across a broad range of opportunities. Activities that require a financial contribution will be subsidised.
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5. Planned expenditure

Academic year

2020-2021

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Teaching

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. To continue to build on and increase the proportion of PPG children making good or better progress in all subjects across KS1/2	<p>SLT to support development of teaching and learning across all year groups</p> <p>Maintain a focus on high quality teaching across the school.</p> <p>To ensure all teachers set ambitious progress and attainment targets for all children including those who receive Pupil Premium</p>	<p>School SEF identifies the need to accelerate attainment and progress by ensuring consistent teaching and learning across the school.</p> <p>Staff to continue to embed the HfL Essential Maths Planning, Whole School approach led by English lead using Jane Considine approach to reading and writing.</p> <p>Focusing on pupils eligible for the PPG will ensure that they are given every opportunity to achieve in-line with their peers. Focused grouping will allow highly targeted, quality first teaching with a strong emphasis on differentiation and the achievement of personal targets. Intervention groups will, and address any areas of misconception rapidly. Immediate feedback and marking allows children to make accelerated progress</p>	<p>On-going training for all staff</p> <p>Booster groups data monitored half-termly</p> <p>PALM's Meetings</p> <p>Teacher and TA observations</p> <p>Planning monitoring Book scrutiny Part of the SIP - reviewed regularly by SL</p>	HT, SLT, PPG lead	<p>Termly</p> <p>December 2020</p> <p>March 2021</p> <p>July 2021</p>

<p>A. Progress and attainment of children eligible for pupil premium to be in line with other children nationally by July 2021</p>	<p>Additional adult to support focused YR 6 reading intervention Wednesday PM</p> <p>Additional adults to support in breakfast maths boosters Friday PM</p>	<p>The percentage of PPG children reaching the expected standard is below that of non PPG children.</p> <p>Evidence indicates small groups are an effective means of intervention due to the greater amount of feedback from the teacher, more sustained engagement and work very closely matched to learners needs. Groups of children to be carefully selected and to work with a qualified teacher to target their needs</p>	<p>Monitoring of teaching and learning using observations reading, work scrutiny, progress and attainment data termly.</p>	<p>HT, SLT, PPG lead</p>	<p>Termly</p> <p>December 2020</p> <p>March 2021</p> <p>July 2021</p>
<p>A. Accelerated progress in reading for all pupils eligible for PP though using Accelerated reader for the whole school.</p> <p>Pupils eligible for PP will have improved opportunities to access a range of texts</p>	<p>Accelerated reader program to be embedded across the school form Reception to year1</p> <p>Whole school review of reading books to ensure all are accessible by the Accelerated reader program and provides a wide variety of texts.</p>	<p>Reading continues to be a whole school priority. The past two years of using the accelerated reader program has shown progress for all pupils.</p>	<p>Monitoring by SLT, English lead to ensure all children are accessing the program regularly</p> <p>Class teacher to regularly monitor reading records and nightly reading/support from home.</p> <p>Monitor reading books available in school to ensure children access to a wide variety of texts.</p>	<p>HT, SLT, PPG lead CT</p>	<p>Termly</p> <p>December 2020</p> <p>March 2021</p> <p>July 2021</p>

<p>B. Improve oral language and communication skills for pupils eligible PP across the school.</p>	<p>Screening to take place for all children in reception from SALT.</p> <p>Screening of new children to the school in any academic year group who are causing concern.</p> <p>Following screening intervention for pupils where support is identified.</p>	<p>1 in 10 children under 5 years of age experiencing some degree of difficulty in learning language and communication skills, early identification is crucial. Studies of oral language intervention consistently show positive benefits on learning, including oral language skills and reading comprehension. Increased staff awareness through easy tracking is beneficial in ensuring children are targeted correctly.</p>	<p>Children with speech and language issues will be quickly identifies and targeted intervention can begin through specialist trained Teaching Assistants. Further enhanced support can be given by SALT.</p> <p>Progress can be monitored through assessments and further support put in place if needed. Children will be able to access the curriculum due to the support and strategies in place</p>	<p>HT, SLT, PPG lead CT</p>	<p>Termly</p> <p>December 2020 March 2021 July 2021</p>
<p>C. Embed Jane Considine reading and writing approaches to support with whole school focus on Vocabulary enrichment.</p>	<p>Jane Considine planning and teaching approaches to be part of whole school teaching program including a focus on 'book talk.</p>	<p>Following research and training, this approach to writing allows the children to really focus on the impact of their vocabulary, sentence structure and punctuation choices. As children develop their skills into year 2 research is showing that by focussing on a particular 'section' of work, children get a strong appreciation of the tone and style of that particular genre whilst also heavily focussing on the inclusion of age appropriate SPaG elements- without</p>	<p>Whole school monitoring via drop-ins, planning and book scrutinies, pupil voice, PALM'S, pupil progress.</p> <p>Ongoing training for staff.</p>	<p>SLT and English lead.</p>	<p>Termly</p> <p>December 2020 March 2021 July 2021</p>

		jeopardising the composition of the piece. Prior to an extended piece of writing, children are taught the skills required to be successful in that piece within the context of the genre they are writing			
C. Whole school focus on Vocabulary enrichment in all lessons/topics.	<p>Whole school curriculum review.</p> <p>Class teachers focus on subject specific technical vocabulary within each topic to support with accessing and learning potential within the topic.</p> <p>EAL vocabulary groups for identified children.</p> <p>Ensure children eligible for PPG with communication and language needs have access to Communication in Print,</p>	<p>The number of pupils in school who struggle with vocabulary in a wider context is high.</p> <p>Research suggests a strong relationship between vocabulary and comprehension, where a broad vocabulary (knowing lots of words) and a deep vocabulary (knowing those words well) correlates with better understanding. When children write, a wider vocabulary gives them a rich palette with which to express their ideas, choosing a word to communicate with elegance and precision.</p>	<p>Curriculum and planning to be regularly reviewed.</p> <p>Ongoing training for staff.</p> <p>EAL Vocabulary groups for identified children,</p> <p>Whole school to be communication in print friendly</p> <p>Progress tracked and monitored through PALM's.</p>	<p>HT SLT PPG Lead CT</p>	<p>Termly</p> <p>December 2020</p> <p>March 2021</p> <p>July 2021</p>
D. To increase the proportion of KS1 pupils reaching the required standard for Y1 Phonics	<p>All class TA's to support with Phonics every day.</p> <p>Whole class teaching for phonics every morning 9:10am</p>	<p>Short regular sessions additional to normal teaching when highlighted by the phonics lead. One to one and small group precision teaching has been evidenced to provide moderate impact if planned to complement quality first teaching.</p>	<p>Regular assessment and review of progress.</p> <p>Regular review of targeted pupils.</p>	<p>HT SLT PPG Lead English Lead</p>	<p>Termly</p> <p>December 2020</p> <p>March 2021</p> <p>July 2021</p>

<p>Screening Check.</p> <p>Ensure all relevant staff (including new staff) have received training and support to deliver the phonics and reading scheme effectively</p>	<p>Children identified after year three will receive extra support.</p>	<p>Research suggests Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Effective phonics techniques should be embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy</p>	<p>Monitoring of tailored support.</p>	<p>Phonics Lead</p>	
<p>G. Parental engagement will improve. Parents will attend meetings for their children and take an interest in their out of school learning including reading.</p>	<p>Parents reading session to run once weekly for reception to year 2.</p>	<p>This has been a huge success in the previous few years and continued during google classroom. It will raise the profile of reading within the school especially in the lower years.</p>	<p>Weekly time for parents to visit school for reading sessions.</p> <p>Children will have an increased understanding of the importance of reading by seeing their parents support this opportunity. Children will make progress through increased reading. Children will read for pleasure</p>	<p>HT SLT PPG Lead English Lead Phonics Lead</p>	<p>Termly</p> <p>December 2020</p> <p>March 2021</p> <p>July 2021</p>

<p>H. Whole staff understanding of mental health issues, wellbeing and positive psychology - PBST (Primary Behaviour Support Team led training project) Lockdown training staff Level 2 in Mental Health and wellbeing - CTs/Support staff and admin staff.</p>	<p>Whole school staff training via Virtual schools on Attachment and trauma</p> <p>2x members of staff to attend Mental Health First aid.</p> <p>STEPS refresher and regular updates.</p>	<p>There is a high need in the school of pupils wellbeing and Mental Health- this has been further enhanced by Covid-19. As a school a nurture approach with recovery curriculum needs to be available and all staff trained in how to support children.</p> <p>EEF- Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance.</p>	<p>Support for children with SEMH will increase.</p> <p>Staff confidence in supporting pupils will increase.</p>	<p>HT SLT PPG Lead</p>	<p>Termly</p> <p>December 2020</p> <p>March 2021</p> <p>July 2021</p>
<p style="text-align: right;">Total budgeted cost</p>					<p>£14040 Additional teaching</p> <p>£14830 Learning Support</p>

i. Targeted academic 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	When will you review implementation?
A. To accelerate progress of all PPG pupils	Teaching Assistants have been and will continue to be up skilled to offer further support in this area targeting children during HQFT and focused in class intervention.	Data for PPG pupils shows they must make accelerated progress to diminish the differences with all pupils nationally. Some pupils need targeted support to diminish differences and to have individual support matched to their need The data for PPG pupils shows they must continue to make accelerated progress to diminish the differences with all pupils nationally	On-going training for all staff Booster groups data monitored half-termly Pupil Progress Meetings Teacher and TA observations Planning monitoring Book scrutiny Part of the SIP - reviewed regularly by SLT	HT SLT PPG Lead	Termly December 2020 March 2021 July 2021
B. Improve oral language and communication skills for pupils eligible PP across the school.	Specialist Speech and Language Therapist every Tuesday and ongoing assessment support provided for identified children.	Studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. Specialist speech and language therapist within school provides support to children who are identified as having a need but also by increasing still awareness of speech and language needs therefore improving early	Children with speech and language issues will be quickly identified and targeted intervention can begin using focussed targets. Progress can be monitored and further support put in place if needed. Children will be able to access the curriculum due to the support and strategies put in place	SENCo Class teachers.	Termly December 2020 March 2021 July 2021

		identification, as well as resources and upskilling staff.			
C. Whole school focus on vocabulary enrichment in all lessons following curriculum review.	Specialist teaching assistant to support children for whom English is an additional language.	With an increasing number of children coming to the school with EAL we have put into place a number of groups for the children to come together a learn basic vocabulary where they have no English. One TA in KS2 and one TA in KS1. Over the last academic year, the children with EAL have had good outcomes and this intervention is valued as well as boosting self-esteem and confidence.	Children with EAL will make rapid progress in acquiring basic English Language skills. Children will feel supported and valued by having the additional intervention. Children will feel part of the community by having other children to work alongside who also have EAL. Monitored by progress across the curriculum each term.	Class teacher, SLT	Termly December 2020 March 2021 July 2021
D Improve oral language and communication skills for pupils eligible PP across the school.	SEN support (No ENF) To ensure children eligible for PPG with communication and language needs have access to Communication in Print, and EAL children have access to vocabulary groups.	Staff to support children who have PP and SEND who are not in receipt of ENF funding. Strategies implemented by 1-1 staff to reduce difficult and dangerous behaviours backed up by Hertfordshire Steps training.	Children who have SEND will make progress. This will be tracked in the appropriate way for each individual e.g. Hertfordshire levels, P scale	HT SLT SENCO	Termly December 2020 March 2021 July 2021

<p>D Improve oral language and communication skills for pupils eligible PP across the school</p>	<p>PP children to be offered the opportunity to attend breakfast club daily. This ensures they have been fed and also gives them an opportunity to read with an adult before school.</p>	<p>Staff to read with PP children during breakfast club. This will increase reading levels but also provide children an opportunity to sit with an adult 1-1 before school in turn increasing emotional wellbeing</p>	<p>Children who attend will make progress in line with their peers who would read at home daily with a parent. Children will have improved concentration because they will have had breakfast before school and a calm start to their day. Monitor the impact through data and by teachers seeing them come into class ready to learn.</p>	<p>Class teacher</p>	<p>Termly December 2020 March 2021 July 2021</p>
<p>E. Children will be able express their feelings and emotions through</p>	<p>To provide nurture support to children who are identified as needing this level of support. Qualified member of staff to carry out the sessions. This will also include, lunch club, Lego therapy, social skills sessions, talk group and sensory room access.</p>	<p>Nurture groups provide children with support towards their social, emotional and academic progress. School to begin to use the Boxall profile scores to track children.</p>	<p>Monitor at the end of each block of sessions using the Boxall profile.</p>	<p>HT SLT SENCO</p>	<p>Termly December 2020 March 2021 July 2021</p>
<p>E. Children will be able express their</p>	<p>To provide session with school counsellor 2 days</p>	<p>This has been a very useful intervention within the school for the last few academic</p>	<p>School counsellor session held 1x weekly for children identified in need of support.</p>	<p>HT SLT SENCo</p>	<p>Termly December 2020</p>

feelings and emotions through	a week for identified children.	years. Children are able to access it through the use of the PP funding. Children have had an increased sense of wellbeing by taking part in the sessions			March 2021 July 2021
E. children will be able express their feelings and emotions through	Nurture club, Lego therapy and social skills sessions.	Evidence suggests that nurture groups have been used to raise aspirations for those students from the most deprived and vulnerable backgrounds. Can be used to reduce the number of permanent exclusions from schools.	Boxall profiles completed on all pupils taking part in Nurture groups to monitor impact. Teach and Ta observation in readiness to learn.	HT SLT SENCo	Termly December 2020 March 2021 July 2021
H. Provide support for families through the Family Support Worker so that parents engage and work in partnership with the school	Pastoral Support Worker to work alongside the children and families. They will ensure that the wider needs of the child are met so they are able to come to school equipped and ready to learn. Pastoral Worker is also able to refer to the Allsorts children centre.	It has been identified that our children need support with both academic, material and emotional needs. This member of staff works alongside families who are in need. The rationale for this is around Maslow's Hierarchy of Needs by ensuring that children are coming to school feeling safe, cared for with their needs met as only when this is the case are they able to learn.	Monitored through pupil progress meetings by teaching recognising whether children are coming to school ready to learn. This is also a good opportunity to highlight children and families who would benefit from this support	HT SLT PP lead	Termly December 2020 March 2021 July 2021

<p>H. Provide support for families through the Family Support Worker so that parents engage and work in partnership with the school</p>	<p>Parents workshops targeted towards maths language use/ phonics and to support pre vocabulary learning to enrich projects</p>	<p>Support to engage parents further in their children's education via workshops to upskill parents and support with learning at home.</p>	<p>Attendance at parent workshop.</p>	<p>HT SLT PP lead</p>	<p>Termly December 2020 March 2021 July 2021</p>
				<p>Total budgeted cost</p>	<p>Counsellor- £8500 Inclusion support - £8185. Parent Support worker - £3000</p>

ii. Wider approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Support to increase the progress of individual children's progress in school	Assessments and reports using an Educational Psychologist to support with further assessments.	There are an increasing number of children needing further assessment and supports from an educational psychologist. This will allow the school further support and also enhance EHCP applications.	Assessments, EHCP/NF applications, increased progress and SEMH wellbeing.	HT SLT PP lead	Termly December 2020 March 2021 July 2021
E. Ensure children can express their feelings and emotions and have access to all areas of the curriculum.	Subsidised residential and day trips for children. Subsidised swimming.	This has worked well over the many years we have offered it as children are able to access education visits and experience they would otherwise not be able to. This enhances the children's educational and life experiences. All children in KS2 will have the opportunity to go swimming. This is something that they look forward to.	Monitor PP attendance on school trips and swimming lessons. Provide support to parents to ensure that all PP children attend.	HT SLT PP lead	Termly December 2020 March 2021 July 2021
G. Book and a Bite breakfast club funded for PP pupils supports reading attainment	Free breakfast club supported by experienced TAs working on phonics and reading daily	Impact on attendance and reading attainment seen in previous academic years- also raises self-esteem	Designated lead to support and identify children to attend.	HT SLT PP lead	Termly December 2020 March 2021 July 2021

ensure PP pupils make ARE			Monitor impact of children attending and regularity of reading.		
F. Not all pupils are being identified due to the Universal Free school meal offer for all infant children.	Revision on PP forms to all parents incentives to sign up used e.g. clubs and vouchers	Many parents in the school feel they will not meet the criteria for PP. Support families in finding this out.	September 2020- half termly checks and on entry identification COVID 19 lockdown fortnightly check-ins with families if their circumstances had changed	HT SLT PP lead	Termly December 2020 March 2021 July 2021
F. Music tuition for targeted pupils. 1:1 and also small group tuition. Opportunities for individual children to participate in gifted and talented events such as with the school choir.	Children are given opportunities for appropriate challenge across a range of different areas of learning. Children given access to opportunities that they would not otherwise be able to and for some children this provides an additional outlet for them	Measured outcomes for children in targeted subjects	Measured outcomes for children in targeted subjects	HT SLT PP lead	Termly December 2020 March 2021 July 2021

<p>F. To give targeted social and emotional support to those eligible for the PPG and their families.</p>	<p>Subsidised residential and day trips for children. Subsidised swimming.</p>	<p>This has worked well over the many years we have offered it as children are able to access education visits and experience they would otherwise not be able to. This enhances the children's educational and life experiences.</p> <p>All children in KS2 will have the opportunity to go swimming. This is something that they look forward to.</p>	<p>Pupil voice after trips have taken place, children's engagement and progress when returning to school has increased.</p>	<p>HT SLT PP lead</p>	<p>Termly December 2020 March 2021 July 2021</p>
<p>F. Provide support for Families through the Family Support worker.</p>	<p>Support with school uniform for parents who may not be able to afford it.</p>	<p>Children will have an increased sense of well-being because they are suitably equipped and prepared to come to school. Link to Maslow's Hierarchy of Needs.</p>	<p>Pupil voice and regular contact with families</p>	<p>HT SLT PP lead</p>	<p>Termly December 2020 March 2021 July 2021</p>
<p>G. Attendance will improve of PP children.</p>	<p>Attendance Officer to support with ensuring that children are maintaining regular attendance at school</p>	<p>Children can only make progress if they are in school and accessing lessons. Families need to support the school in its approach towards improving attendance. The attendance officer helps to monitor those children's whose attendance is dropping below</p>	<p>Attendance will improve for those not meeting current targets. Better attendance in school will result in better attainment and progress. Legal consequences for consistent and unauthorised low attendance</p>	<p>HT SLT PP lead</p>	<p>Termly December 2020 March 2021 July 2021</p>

		<p>the expect level. Fining is in place for families who are unable to maintain good attendance.</p>			
<p>Total budgeted cost</p>			<p>Additional services include Ed Psych - £3500</p> <p>Resources (individual pupils) - £1000</p> <p>Swimming - £300</p> <p>Attendance - £1000</p> <p>Music - £1000</p> <p>Resources including trips - £2000</p>		

6. Review of expenditure

Previous Academic Year		2019-2020		
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
<p>To increase the progress and attainment of children eligible for pupil premium to be broadly in line with their peers by July 2020.</p> <p>To increase the proportion of PPG children making good or better progress in Reading, Writing and Maths across KS1/2.</p>	<ul style="list-style-type: none"> - Maintain a focus on high quality teaching across the school. - Additional adult to support focused YR 6 reading intervention Wednesday PM - Additional adults to support in breakfast maths boosters Friday AM - Disadvantaged pupils will be identified as a specific group, individual work scrutiny and discussed during pupil progress meetings. - Observations, work scrutiny pupil interviews. - Additional teaching of children who are PPG. - Identify and track pupils on AM7 to ensure that any intervention is having impact and accelerating progress. - Individual learning plan and curriculum maps for identified pupils. 	<p>Prior to March 2020</p> <ul style="list-style-type: none"> - Gaps in prior learning were analysed in English and Maths by subject leaders and class teachers, this was also handed up to the new class teacher for the next academic year. - Subject leaders drop in and book scrutinies completed - All year six pupils attended Friday AM boosters. - All year six pupils had individualised small group reading booster Wednesday pm. - Disadvantaged pupils were focused on during pupil progress meetings and children not making expected progress were identified with specific strategies to accelerate learning. - AM7 analysed every half term and curriculum maps/provision maps designed to support pupils to accelerate progress. - Specific targeted interventions identified and analysed at the end of each term. - PALM's meetings embedded <p>COVID 19</p> <ul style="list-style-type: none"> - Curriculum followed via google classroom. 	<p>Support to continue following COVID-19 and the long term impact of children missing school.</p> <p>A high focus on next academic year to ensure PP children are not disadvantaged compared to their peers due to COVID-19</p>	<p>£15501 (Part of additional Teaching budget)</p> <p>£14830 (Part of Learning support budget)</p>

	<ul style="list-style-type: none"> - Specific targeted interventions to be planned and taught to accelerate progress. - Teaching Assistants have been up skilled to offer further support in this area targeting children during HQFT and focused in class intervention. 	<ul style="list-style-type: none"> - Packs delivered to families who do not have access to technology/printer weekly. - Class teachers monitor and marked uploaded/handed in to support with identifying future gaps and support when back in school. - All teaching Assistants took part in Jane Considine training to support with the introduction of the scheme in September 2020. 		
<p>To increase the proportion of KS1 pupils reaching the required standard for Y1 Phonics Screening Check.</p>	<ul style="list-style-type: none"> - All TA's to supported with Phonics every day. - Children in small focused groups from year 1-3 - Children identified after year three will receive extra support. - Short regular sessions additional to normal teaching when highlighted by the phonics lead - One to one and small group precision teaching has been evidenced to provide moderate impact if planned to complement quality first teaching. - Phonics screeners/ assessment and gaps identified to support in future planning. 	<p><u>Prior to March 2020</u></p> <ul style="list-style-type: none"> - All TA's led a phonics groups with support from the Phonics lead and English lead - Children were in small focused groups according to need from reception to year 3 - Daily teaching of phonics (:10 every morning - Small group precision teaching led by the phonics lead for identified children to accelerate progress. - Phonics screeners and assessments completed to inform planning <p><u>Covid 19</u></p> <ul style="list-style-type: none"> - Phonics continued via google classroom all children had accessed to, planned for specific groups and children dependent on phonics level. - Reception and Year children returning to school had phonics lessons in school - Analysis kept of whom completed Phonics work to support with learning and any gaps next academic year. 	<p>Prior to school closure all children were making progress following focused support. Ensure this continues next academic year and ascertain gaps quickly following COivd-19 closures.</p>	<p>£15501 (Part of additional Teaching budget)</p> <p>£14830 (Part of Learning support budget)</p>

	-	- Phonics lessons and work available to parents over the summer via google classroom. -		
Improve oral language and communication skills for pupils eligible PP across the school.	<ul style="list-style-type: none"> - Review of wider curriculum to ensure there are clear links between subject content, focusing on developing a rich and varied vocabulary - Guided reading sessions to have clear vocabulary focus - Vocabulary enrichment groups to be in KS1 and KS2 - Staff training through speech and language therapist on a vocabulary rich environment - Small group speech and language therapy as and when identified - All reception pupils will be screened using a speech and language screener - Screening of new children to the school in any academic year group who are causing concern. 	<p><u>Prior to March 2020</u></p> <ul style="list-style-type: none"> - Wider curriculum reviewed to further develop and enhance the curriculum - Guided reading sessions have a clear vocabulary focus, introduction of half an hour reading after lunchtime focusing on new vocabulary. - Vocabulary enrichment groups took place in KS1 and KS2 weekly. - Speech and language sessions with SALT happened every Tuesday - SALT sessions continued daily for identified meals - All reception children were screened and support identified with weekly sessions. Children were reassessed at the end of reception. - All new admissions to school screened. <p><u>Covid-19 2020</u></p> <ul style="list-style-type: none"> - Google classroom embedded in each class with curriculum followed - SALT sessions for identified pupils via Zoom - Specific SALT resources identified for specific children to support with home learning. Uploaded onto google classroom and further enhanced via 	<p>Strategies used were effective, children in need of SALT support made significant progress.</p> <p>Strategies to continue to be embedded next academic year.</p>	2500 (Additional services)

<p>Emotional resilience to be improved for targeted pupils to enable children to access learning. Social needs to be addressed so children are able to come to school ready to learn. Access to school counsellor as and when needed.</p>	<ul style="list-style-type: none"> - PPG children have access to school counsellor. - Parents of PPG children can meet with school counsellor. - Identified social skills groups to include activities in the local community. - Nurture group to run daily for identified children - Lunchtime provision 'Lunch Club' for children with PP and/or SEND to spend time in a quieter structured environment 	<p>Prior to march 2020</p> <ul style="list-style-type: none"> - School counsellor supported over 20 children last academic year. Improvements seen in SEMH or home as a result. - Social skills groups/activities continued and children SEMH began to improve with a reduction of CPOM incident for specific children who were in small social skills groups - Nurture groups for identified pupils continued - Less children on IRMP - Lunchtime club led by SENCo or Headteacher to support children during lunchtime. <p>Covid-19 2020</p> <ul style="list-style-type: none"> - Disadvantaged children and those causing concern invited back into school - Weekly phone-calls to parents - Social stories - Phone-calls/Zoom/Google hangouts for children weekly dependent on need. - Doorstep drop-ins for vulnerable children - Resources to support with changes at home and emotions. 	<p>Strategies are effective and to continue in 2020-2021</p> <p>Nurture to be developed and enhanced next year.</p>	<p>£15500 (school counsellor)</p> <p>8189 (learning support)</p> <p>3100 (parent support worker)</p>
<p>Parental engagement will improve. Parents will attend meetings for their children and take an interest in their</p>	<ul style="list-style-type: none"> - Learning mentor to support intervention groups, family and home situations - learning mentor to meet with parents to ensure that the school can support the wellbeing of the school community 	<p>Prior to March 2020</p> <ul style="list-style-type: none"> - Learning mentor supported families with regular meetings - Home visits for all reception children - Families identified for support referred to the children centre. 	<p>Continue to monitor attendance and actively support/engage parents throughout the school.</p>	<p>£8189 (Part of learning support)</p> <p>£3100 (Part of parent support)</p>

<p>out of school learning including the importance of reading. Further engage parents through marvellous me. Provide support for families through the Family Support Worker so that parents engage and work in partnership with the school. The children express their feelings and emotions through counselling, nurture club, Lego therapy sessions and social skills sessions</p>	<ul style="list-style-type: none"> - Home visits for all new pupils at the school - Regular meeting with parents to support and direct them to outside agencies for support. Including Allsorts Children's Centre. Teachers to review attendance/punctuality weekly and flag any concerns. - Proactively engage with parent/carers. - Careful tacking of attendance and regular attendance meetings with parents. - Parents reading session to run once weekly for reception to year 2. 	<ul style="list-style-type: none"> - Careful tracking of attendance, families supported with low attendance and further support from the attendance improvement officer. - Parent reading sessions every Friday to reception to year 2. <p>Covid-19 2020</p> <ul style="list-style-type: none"> - Learning mentor in weekly contact with families via phone, email and doorstep drop-ins, focusing on supporting family wellbeing - Doorstep drop-ins to pupils throughout the school - Regular contact with families linked to the children's centre. - Doorstep visits for all new reception intake. - Vulnerable groups invited into school. Weekly google hangout and story time via google classroom for all year groups. - Children accessing google classroom monitored, if not accessing phone call to parents to provide support. - 		<p>support worker)</p> <p>£2500 (resources)</p> <p>£1000 (attendance support)</p>
<p>To provide additional extra-curricular opportunities for PPG pupils.</p>	<ul style="list-style-type: none"> - Music tuition for targeted pupils. 1:1 and also small group tuition. - Opportunities for individual children to participate in gifted and talented events such as with the school choir. 	<p>Prior to March 2020</p> <ul style="list-style-type: none"> - Music lessons for targeted pupils 1x weekly - Pupils took part in school choir, began to rehearse for voice in a million - Pupils took part in school netball and football league - Year six pupils participated in the residential 	<p>Strategies are effective and to continue in 2020-2021</p>	<p>£1000 (music opportunities)</p> <p>£300 (swimming)</p>

Covid19 Impact

- **Google classroom**- set up for all families. All families in school logged into this and accessed support apart from two families. Tailored support for each child uploaded so that all children can access their learning and the curriculum. Specific interventions for children relating to targets uploaded to support them.
- **Phonics** - tailored support for all children in phonics, this was differentiated for each individual child so that they could access the phonics curriculum at their own individual learning level. Record kept and monitored of whom accessed and completed the work to further support in learning in the Autumn term.
- **Packs**- Parents who requested were provided with weekly printed packs to support with learning.
- **Food banks**- offered to identified parents throughout lockdown.
- **Lunches**- made and delivered to all families who requested (parents were regularly reminded of this availability)
- **Vouchers** - food vouchers given to identified families during the May Half term and the Summer holidays.
- **Weekly phone call**- families received a weekly/fortnightly phone call from either the class teacher, Learning Support, SENCo or Headteacher.
- **Weekly google meets**- All class teachers offered a weekly google meet to their class, these entailed a story time/chat/quiz. All classes were invited to a Zoom meeting to meet their new class teacher/teaching assistants and supported with any questions. Zoom calls to individual parents and children when identified.
- **Door step visits**- visits to the doorsteps of identified families.
- **Reception intake**- All reception intake parents invited to a zoom meet. Class teacher and SENCO visited very doorstep of all new reception intake pupils.
- **SALT** - SALT sessions for identified pupils via Zoom.
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