

# Pupil Premium Strategy Statement

The Pupil Premium is additional funding allocated to schools to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is based on the number of pupils who have been eligible for FSM at any point over the last six years (known as 'Ever 6 FSM') and also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. Schools are free to decide how to allocate Pupil Premium funding and we recognise that within our school there are children (some of whom are not eligible for Free school Meals) who may at any point during their school career require additional support and intervention. We are committed to meeting their pastoral, social and academic needs in a nurturing environment.

**If you believe you may be eligible for Free School Meals but have not already registered this with us, please do so as soon as possible. It is important to note that although EYFS and KS1 children currently receive hot school meals without charge, an application should you be eligible would be beneficial, since the additional funding can help the school to provide for your child in many other ways.**

For further information please click on the link below:

[www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings)

## How are children selected for support?

At Barrs Court Primary School we are committed to ensuring that each individual child receives the very best education, allowing them to reach their full potential both academically and socially. The school ethos of **'Believe, Create, Succeed'** permeates all we do and we are determined that every child is given the chance to **'Be the Best you can Be'**.

Schools have the freedom to spend Pupil Premium funding in a way they think will best support the raising of attainment for the most vulnerable pupils and we aim to diminish the differences in progress and achievement between disadvantaged pupils and their peers. All staff are accountable for the progress of these children who are given a high profile. When deciding how to spend the pupil premium allocation we look at barriers faced by disadvantaged pupils in the context of our school and focus spending on addressing these barriers to learning. Each pupil is unique in their situation and our response to their needs reflects this.

Progress and attainment of pupils at Barrs Court Primary School is carefully tracked and analysed termly and additional support is quickly put in place to support pupils as required. Interventions are targeted to ensure eligible children benefit from the funding. In making provision for disadvantaged pupils, we recognise that not all children who are disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate Pupil Premium funding to support any child or groups of children identified as being disadvantaged.

# Pupil Premium Strategy

1. Summary information					
School	Barrs Court Primary School				
Academic Year	2019 - 2022	Updated 2020		Date of most recent PP Review	Sept 2020
Total number of pupils in school	292	Number of pupils eligible for PP in school	35	Date for next internal review of this strategy	July 2021

2. Current Attainment				
<i>Data from 2018-2019 No external data available for 2020 due to the pandemic</i>	PP PUPILS BARRS COURT PRIMARY	ALL PUPILS BARRS COURT PRIMARY	PP PUPILS NATIONAL AVERAGE	ALL PUPILS NATIONAL AVERAGE
<b>END OF KEY STAGE 1</b> % of pupils meeting at least expected standard (6 children eligible for PP)				
<b>KS1 Reading, Writing and Maths (Combined)</b>	17%	80%	55%	65%
<b>KS1 – Reading EXS+</b>	33%	85%	62%	75%
<b>KS1 – Writing EXS+</b>	17%	83%	55%	69%
<b>KS1 – Maths EXS+</b>	50%	85%	62%	76%
<b>END OF KEY STAGE 2</b> % of pupils meeting at least expected standard (4 children eligible for PP)				
<b>KS2 Reading, Writing and Maths (Combined)</b>	100%	80%	51%	65%
<b>KS2 – Reading EXS+</b>	100%	85%	62%	73%
<b>KS2 – Writing EXS+</b>	100%	93%	68%	78%
<b>KS2 – Maths EXS+</b>	100%	93%	67%	79%

3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers		
A.	Lack of self-esteem, resilience, aspiration and parental engagement for learning affects progress and attainment for some of our most vulnerable children.	
B.	Oral language and vocabulary skills of vulnerable pupils slows progress across the curriculum.	
C.	Attainment by pupils eligible for PP who did not meet the National Expectation in line with non-PP pupils at the end of KS1.	
Additional barriers		
D.	Attendance rates for pupils eligible for PP is below the National Target – 96% This reduces their school hours and causes them to fall behind academically.	
4. Intended outcomes		Success criteria
A.	Children will demonstrate self-confidence and resilience in school. Homework will be completed regularly and on time. Parents/carers will attend curriculum workshops and will feel equipped to support their children with their learning.	Children make at least expected progress and meet National Expectations.
B.	Children requiring intervention for Speech and Language development will be quickly identified and where necessary Speech and Language Therapy will be put in place and will have impact. Children working below age related expectations for Communication and Language will be identified and monitored through careful tracking of progress. These children will receive timely, targeted interventions enabling children to make progress in line with their peers. Quality first teaching of vocabulary, oral literacy and reading across the curriculum will enable children to make rapid progress.	Children will meet age related expectations for Communication, Language and Literacy and achieve a Good Level of Development. Children will meet the National Expectation in KS1 and KS2.
C.	Targeted quality first teaching in KS2 will enable children to make rapid progress across the curriculum. Staff training where necessary to enable teachers to teach to the highest standard. Careful progress tracking, target setting and interventions put in place where necessary for individuals and groups of children by class teachers of teaching assistants. Priority, next-step marking for vulnerable children to indicate misconceptions, allowing these to be quickly addressed and children to move forward in their learning.	Children eligible for PP funding will meet the National Expectation in line with their peers. Children who did not meet age-related expectations in Year 2 will make accelerated progress in KS2 to close the gap. Children will
D.	Attendance rates and punctuality will be carefully monitored for all children. Where attendance rates are below expectations parents/carers will be supported by the Education Welfare Officer and our School Family Support Worker; signposting services available and offering guidance where necessary to support vulnerable families.	Attendance rates for vulnerable children will meet the National Target.

5. Planned expenditure					
Academic Year 2020 - 2021		Estimated PP Budget - £48,005 (Funding runs April-March)			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
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?
Vocabulary and Oracy to be taught explicitly in all classes across all subjects. High quality texts and vocabulary displayed and referred to. Reading for pleasure is promoted and time in the curriculum given to develop a love of reading.	Language rich classrooms. Opportunities for talk across the curriculum. Children learn a minimum of 10 new Tier 2 and 3 words each week through explicit teaching. Children have a good understanding of spoken language and the texts that they are exposed to. They develop a love of reading, which further develops their vocabulary and oracy. Children make good progress across the curriculum.	Research presented in a Guidance report produced by the EEF 'Improving literacy in key stage 1' it is stated that around 30% of pre-school children with low language abilities continue to show persistent difficulties into their primary school years. Evidence suggests this rate could be higher in socially disadvantaged communities than the wider population. Children entering EYFS this academic year at Barrs Court were working on average within the age bracket for consolidating 30-50 months in the prime area of learning 'Communication, language and literacy'. 21% of the children were working below this in 'Listening and attention' 8% in 'Understanding' and 15% 'Speaking' Class teachers record 'fivers' each week. Significant numbers of children are not reading regularly at home.	CPD for key members of the leadership team planned for this academic year. Lesson observations/learning walks will show evidence of language rich classrooms/opportunities for discussion across the curriculum. Reading monitored in each class. Progress across the curriculum will be at least good.	JC (Head Teacher) KW (Deputy Head Teacher) NP/RQ (English leads)	End of the year
Total budgeted cost					
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?
'Nessy' Dyslexia Intervention Programme	Vulnerable children make good progress in spelling and reading and begin to close the gap between their attainment and that of their peers.	Data demonstrates impact of intervention. Vulnerable children made progress in Reading and Spelling and have begun to close the gap between their attainment and that of their peers. for vulnerable children.	Target setting and attainment monitored through the intervention program. Attainment in Reading and Writing tracked termly to ensure at least expected progress is made.	EH (SENDco) KB/KDJ (PP leads)	Termly
Reading Assistants for Key Stage 2	1:1 targeted reading and precision monitoring. Children reach age expected levels by the end of KS2. Data will show an improving picture and impact of intervention.	Data shows impact of intervention as children receiving the intervention have made good progress. Progress for children eligible for PP was above the average progress for their peers in most year groups.	Attainment in Reading tracked termly to ensure at least expected progress is made.	EH/RW (KS2 leads) KB/KDJ (PP leads)	Termly
Better Reading Partnership Teaching Assistants in Key stage 1 and Key Stage 2 1:1 reading with a Teaching Assistant for 20 minutes, 3 times each week (10 weeks)	Targeted support for disadvantaged children working below age related expectations for reading enables children to make rapid and sustained progress. Children will make equal or better progress in comparison to their peers. Children will make age related expectations by the end of each key stage.	Data from children who took part in the intervention shows impact of intervention. All children made accelerated progress. (Greater than one year's progress)	PM benchmarking to be used at the prior to the intervention and post intervention in order to ensure that progress has been made. Attainment in Reading tracked termly to ensure at least expected progress is made.	Trained Teaching Assistants deliver the interventions.  KB (KS1 lead) EH/RW (KS2 lead) KB/KDJ (PP leads)	Every 6-10 weeks following the intervention period for individual children.

Targeted intervention for EYFS (Teaching Assistant) Detailed planning of interventions targeting the next steps for individuals.	Extra support provided by Teaching Assistants for vulnerable pupils who are not making expected progress or reaching national levels of attainment, through 1:1 and group mentoring to ensure that these children can make rapid and sustained progress. An increased number of disadvantaged children will achieve a Good Level Of Development	On-entry and exit data from provision maps demonstrates impact of interventions. 1:1 and small group learning supported by the class teacher or a teaching assistant, enables quality first teaching to specifically target the individual needs of the children and focus on their next steps in learning.	Progress tracked termly and provision maps monitored to ensure children are receiving appropriate support and interventions that are having impact.	KDJ (EYFS lead) KB/KDJ (PP leads)	Termly
Targeted intervention for KS1 Maths and English. Detailed planning of interventions targeting the next steps for individuals. (Teaching Assistant)	Extra support provided by Teachers and Teaching Assistants for vulnerable pupils who are not making expected progress or reaching national levels of attainment, through 1:1 and group mentoring to ensure that these children can access the curriculum and make rapid and sustained progress. An increased number of disadvantaged children will achieve age related expectations or be working at greater depth.	On-entry and exit data from provision maps demonstrates impact of interventions. 1:1 and small group learning supported by the class teacher or a teaching assistant, enables quality first teaching to specifically target the individual needs of the children and focus on their next steps in learning.	Progress tracked termly and provision maps monitored to ensure children are receiving appropriate support in lessons and interventions that are having impact.	KB (KS1 lead) KB/KDJ (PP leads)	Termly
Targeted intervention for KS2 Maths and English. Detailed planning of interventions targeting the next steps for individuals. (Teaching Assistant)	Extra support provided by Teachers and Teaching Assistants for vulnerable pupils who are not making expected progress or reaching national levels of attainment, through 1:1 and group mentoring to ensure that these children can access the curriculum and make rapid and sustained progress. An increased number of disadvantaged children will achieve age related expectations or be working at greater depth.	On-entry and exit data from provision maps demonstrates impact of interventions. 1:1 and small group learning supported by the class teacher or a teaching assistant, enables quality first teaching to specifically target the individual needs of the children and focus on their next steps in learning.	Progress tracked termly and provision maps monitored to ensure children are receiving appropriate support in lessons and interventions that are having impact.	RW (KS2 lead) KB/KDJ (PP leads)	Termly
<b>Total budgeted cost</b>					
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Family Support Worker	Provision of support and guidance for vulnerable children and families, signposting to services and promoting attendance. SAFeh written to address needs and request support if necessary. Rise in the rate of attendance to meet the National Target 96%	<b>Data for 2019-2020 not reflective due to the pandemic</b> Average attendance for vulnerable pupils in 2018-2019 was 94%. This indicates a rise in attendance from 92% in the previous academic year. Many of these families received support from our	Attendance and lateness tracked and monitored termly. Where there is a pattern of poor, unexplained attendance, parents/carers will be invited to an attendance meeting to support them in improving their child's attendance.	LH monitors lateness and attendance, liaising with KC (FSW) and JC (Headteacher)	End of the academic year
Educational Welfare Officer	Educational Welfare Officer (EWO) working alongside school staff and families to ensure attendance is monitored and maintained to achieve the National Target 96%	<b>Data for 2019-2020 not reflective due to the pandemic</b> Average attendance for vulnerable pupils in 2018-2019 was 94%. This indicates a rise in attendance from 92% in the previous academic year.	Attendance and lateness tracked and monitored termly. Where there is a pattern of poor, unexplained attendance, parents/carers will be invited to an attendance meeting to support them in improving their child's attendance.	LH monitors lateness and attendance, liaising with KC (FSW) and JC (Head teacher)	End of the academic year
W.A.S.P Club -Targeted extended school places  <b>Subject to easing of lockdown measures across the year.</b>	Breakfast Club places offered to children eligible for PP funding - Improving attendance, punctuality and building social skills Vulnerable children arrive at school on time and have a good start to the school day with a healthy breakfast. Afterschool Club – Building social skills through a range of fun activities. Children meet age-related expectations.	Feedback from parents demonstrates that having this option is extremely valuable. Vulnerable children arrive at school on time and have had a good start to the school day with a healthy breakfast.  Teachers report that children who have benefitted from this arrive in class settled and ready to begin learning.	Office staff who know our parents and carers well, and who monitor lateness and poor attendance will provide this as an option to parents and carers on an individual needs basis, to support families.	KL LH JC (Head teacher)	End of the academic year

<p>Residential trips Day trips</p> <p>Subject to easing of lockdown measures across the year.</p>	<p>Pupil Premium children able to take part in residential visits, boosting self-esteem and motivation. Pupil Premium children able to participate fully in the wider curriculum and complete follow up work. Cultural capital is increased for these vulnerable children who can talk about their experiences, broadening their vocabulary.</p>	<p>Teachers have reported the positive impact of children having the opportunity to take part in such trips. Children were able to participate in follow up work.</p>	<p>Support in funding these trips will be offered on an individual needs basis by the office staff.</p>	<p>KL/LH</p>	<p>End of the academic year</p>
<p>Sand Tray Therapy Key stage1 and Key stage 2 - to address the emotional needs of pupils to allow learning to take place. 1:1 weekly. 6-8 sessions with trained Teaching Assistant.</p>	<p>Sand tray therapy allows vulnerable children to construct their own microcosm using miniature toys and coloured sand. The scene created acts as a reflection of the child's own life and allows them the opportunity to resolve conflicts, remove obstacles, and gain acceptance of self with the support of a trained specialist. Sensory experiences also help prompt language development. This therapy will reduce the impact of social and emotional needs on children's learning and they will be more focussed in class and more resilient in their learning behaviour.</p>	<p>The sensory experiences involved in this therapy have helped support children's language development and has reduced the impact of social and emotional needs on their learning in previous academic years.</p> <p>Pre and post intervention assessments have indicated positive impact of intervention.</p>	<p>A trained Teaching Assistant will deliver the intervention. Our SENDco will monitor the pre and post assessments, ensuring that a child's specific area of need is targeted with the most suitable intervention.</p>	<p>EH (SENDco) SI (Trained TA)</p>	<p>Termly</p>
<p>Emotional Literacy Support Assistant (ELSA) to address the emotional needs of pupils to allow learning to take place.</p>	<p>School based ELSA support in small groups or 1:1 Weekly (6-8 sessions) Dedicated, trained Teaching Assistant who have time to listen to vulnerable children. Children receiving this support are reported to be more settled in class and demonstrate higher levels of resilience and motivation. Children are better able to understand and regulate their own emotions.</p>	<p>Dedicated, trained Teaching Assistant utilise pre and post intervention ELSA assessments and these have indicated positive impact of intervention. Pupil and parent feedback gathered post intervention also demonstrates positive impact of this intervention.</p>	<p>A trained Teaching Assistant will deliver the intervention. Our SENDco will monitor the pre and post assessments, ensuring that a child's specific area of need is targeted with the most suitable intervention.</p>	<p>EH (SENDco) KH (Trained TA)</p>	<p>Termly</p>



<p>Music Tuition</p> <p>Subject to easing of lockdown measures across the year.</p>	<p>Vulnerable children are able to learn a new skill, boosting confidence and motivation which impacts their learning across the curriculum.</p>	<p>Pupil and teacher feedback demonstrates that children who have benefitted from this opportunity in previous academic years have enjoyed learning a new skill and being given the opportunity to perform to the school has also boosted their self-esteem and enabled them to experience success.</p>	<p>Children will be offered this experience on an individual needs basis through liaison with the class teachers and parents/carers. Feedback from parents/carers and pupil voice will be utilised to ensure that the opportunity is having a positive impact.</p>	<p>KL (School Business Manager)</p>	<p>Termly</p>
<p>Allocation of funding for after school clubs which require payment, such as 'Fun Science' and 'French'</p> <p>Subject to easing of lockdown measures across the year.</p>	<p>Children develop social and emotional skills and strategies through engaging with children of all ages. Vulnerable children have increased motivation in lessons, they are more willing to share knowledge and can communicate their ideas clearly.</p>	<p>Children have enjoyed having the opportunity to take part in these clubs alongside their peers and have developed their social and emotional skills and strategies through engaging with children of all ages. Teachers report that children who have taken part in these clubs are more motivated to participate in lessons and have increased self-confidence.</p>	<p>Children will be offered this experience on an individual needs basis through liaison with the class teachers and parents/carers. Feedback from parents/carers and pupil voice will be utilised to ensure that the opportunity is having a positive impact.</p>	<p>KL (School Business Manager)</p>	<p>Termly</p>
<p>Provision of School Uniform</p>	<p>Builds confidence of vulnerable children. Improved self-esteem and a sense of belonging.</p>	<p>Parents/carers of our most vulnerable children feel supported in enabling their children to experience a sense of belonging. Lack of support would have a detrimental impact on children's self-esteem.</p>	<p>KL (School Business Manager) will offer this to vulnerable families on an individual needs basis.</p>	<p>KL (School Business Manager)</p>	<p>Termly</p>

Supply Teacher covering Leadership and management Time for PP champions	Two experienced members of staff act as Pupil Premium champions for the school. They monitor and evaluate the interventions and support provided for Pupil Premium children and track their progress which means gaps in learning can be quickly identified and addressed. Attendance at Pupil Premium training courses ensures best practice in school.	Attendance at Hub meetings have resulted in shared good practice in local schools. Monitoring and tracking of data has been praised by the school's Challenge and Support Partner. Tracking and monitoring of interventions enables timely interventions for children on an individual needs basis.	Head teacher to ensure time is allocated appropriately and is utilised well. Teacher Appraisals set performance targets linked to attainment of children eligible to PP funding.	JC (Head teacher)	Termly
<b>Total budgeted cost</b>					

**6. Review of expenditure - Evidence and Impact shown for the year 2018-2019. No measurable data for the Year 2019-2020 due to the lockdown.**

<b>Previous Academic Year</b>	<b>2019 - 2020</b>
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Focused interventions in school took place up until March 23<sup>rd</sup> 2019 but was unable to continue during the school closure until the end of Term 6 due to Covid Lockdown measures. Vulnerable children were offered places in school bubbles during the lockdown period. 34% of PP children attended school including 3 LAC (75% LAC). Vulnerable families who chose not to attend were contacted at least weekly by teachers and support staff, and appropriate work was made available. Paper copies of work/work books were provided where online learning was inaccessible. Laptops were made available for home learning where internet access was not the issue.

**i. Quality of teaching for all**

Action	Intended outcome	Estimated impact:	Lessons learned	Cost												
Early Identification of need in EYFS and Speech Link Intervention	Quickly establish children in EYFS who need extra Speech and Language Therapy. Targeted Intervention for children working below age related expectations in Communication and Language enabling children to achieve a Good Level of Development by the end of the foundation stage.	<p>All children were assessed at the beginning of the academic year and targeted Interventions were put in place for children working below age related expectations in the Prime Area; Communication and Language. Data below shows the percentage of children who made at least age related expectations in these areas of learning.</p> <table><tr><th>Area of Learning</th><th>Intervention Group Each child =</th><th>All Children Each child =</th></tr><tr><td>Listening and Attention</td><td>93%</td><td>98%</td></tr><tr><td>Understanding</td><td>86%</td><td>96%</td></tr><tr><td>Speaking</td><td>93%</td><td>93%</td></tr></table> <p>1 child who received this intervention has since been added to the SEND register and the other child who did not meet the Early Learning Goal is EAL</p>	Area of Learning	Intervention Group Each child =	All Children Each child =	Listening and Attention	93%	98%	Understanding	86%	96%	Speaking	93%	93%	<p>Understanding was the key area of weakness and unfortunately, this intervention had the least impact within this area. Next academic year, children who, on entry are working below age related expectations in communication, language and literacy will be screened by the speech and language therapist where necessary or will take part in a Time-to-Talk intervention that targets their individual needs.</p>	£175
Area of Learning	Intervention Group Each child =	All Children Each child =														
Listening and Attention	93%	98%														
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## ii. Targeted support

Action	Intended outcome	Estimated impact:	Lessons learned	Cost																																		
'Nessy' Dyslexia Intervention Programme	Vulnerable children make good progress in spelling and reading and begin to close the gap between their attainment and that of their peers.	<p>Targeted support for reading and spelling through intervention. Vulnerable children made good progress in reading and spelling and begin to close the gap between their attainment and that of their peers. Data shows an improving picture and impact of intervention for vulnerable children.</p> <table><tr><th rowspan="2">Year Group</th><th colspan="2">Average Progress Intervention Group</th><th colspan="2">Average Progress All Children</th></tr><tr><th>Reading</th><th>Writing</th><th>Reading</th><th>Writing</th></tr><tr><td>Year 2</td><td>107%</td><td>99%</td><td>103%</td><td>97%</td></tr><tr><td>Year 3</td><td>101%</td><td>75%</td><td>99%</td><td>72%</td></tr><tr><td>Year 4</td><td>99%</td><td>101%</td><td>99%</td><td>101%</td></tr><tr><td>Year 5</td><td>83%</td><td>81%</td><td>99%</td><td>95%</td></tr><tr><td>Year 6</td><td>105%</td><td>88%</td><td>98%</td><td>88%</td></tr></table> <p>* Where children have made over 100% progress, this means they have met all of the Age Related Expectations for one year group and an additional percentage of the AREs for the following year group within one academic year.</p>	Year Group	Average Progress Intervention Group		Average Progress All Children		Reading	Writing	Reading	Writing	Year 2	107%	99%	103%	97%	Year 3	101%	75%	99%	72%	Year 4	99%	101%	99%	101%	Year 5	83%	81%	99%	95%	Year 6	105%	88%	98%	88%	Continue this provision. Teachers to use assessment data to identify children who would benefit from this intervention. Baseline assessments to be completed and regular intervention to begin as necessary.	£120
Year Group	Average Progress Intervention Group			Average Progress All Children																																		
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Reading Assistants for Key Stage 2	1:1 targeted reading and precision monitoring. Children reach age expected levels by the end of KS2. Data will show an improving picture and impact of intervention.	<p>1:1 targeted reading and precision monitoring. Children reach age expected levels by the end of the Key Stage. Data shows impact of intervention as children receiving the intervention have made good progress. Progress for children eligible for PP is above the average progress for their peers in most year groups.</p> <table><tr><th></th><th>Average Progress PP Children</th><th>Average Progress All Children</th></tr><tr><td>Year 3</td><td>77%</td><td>99%</td></tr><tr><td>Year 4</td><td>102%</td><td>99%</td></tr><tr><td>Year 5</td><td>101%</td><td>99%</td></tr><tr><td>Year 6</td><td>110%</td><td>98%</td></tr></table> <p>* Where children have made over 100% progress, this means they have met all of the Age Related Expectations for one year group and an additional percentage of the AREs for the following year group within one academic year.</p>		Average Progress PP Children	Average Progress All Children	Year 3	77%	99%	Year 4	102%	99%	Year 5	101%	99%	Year 6	110%	98%	Continue this provision. Teachers to use assessment data to identify children who would benefit from this intervention. Baseline assessments to be completed and regular intervention to begin as necessary.	£3198.40																			
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Better Reading Partnership Teaching Assistants in Key stage 1 1:1 reading with a Teaching Assistant for 20 minutes, 3 times each week (10 weeks)	Targeted support for disadvantaged children working below age related expectations for reading enables children to make rapid and sustained progress. Children will make equal or better progress in comparison to their peers.	<p>1:1 reading intervention for vulnerable children working below age related expectations for reading enables children to make rapid and sustained progress. Data shows impact of intervention.</p> <table><tr><th>Year Group</th><th>Average Progress Intervention Group</th><th>Average Progress All Children</th></tr><tr><td>Year 1</td><td>126%</td><td>112%</td></tr><tr><td>Year 2</td><td>109%</td><td>103%</td></tr></table>	Year Group	Average Progress Intervention Group	Average Progress All Children	Year 1	126%	112%	Year 2	109%	103%	Continue this provision. Teachers to use assessment data to identify children who would benefit from this intervention. Baseline assessments to be completed and 10	£1711.32																									
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Targeted intervention for EYFS (Teaching Assistant) Detailed planning of interventions targeting the next steps for individuals.	Extra support provided by Teaching Assistants for vulnerable pupils who are not making expected progress or reaching national levels of attainment, through 1:1 and group mentoring to ensure that these children can make rapid and sustained progress. An increased number of disadvantaged children will achieve a Good Level Of Development	<p><b>ATTAINMENT EYFS</b></p> <table><tr><td></td><td colspan="3">% children achieving the Early Learning Goals</td></tr><tr><td></td><td>Reading</td><td>Writing</td><td>Maths</td></tr><tr><td>PP children</td><td>100%</td><td>75%</td><td>75%</td></tr><tr><td>All Children</td><td>89%</td><td>82%</td><td>91%</td></tr></table> <table><tr><td></td><td>% children achieving a Good Level of Development</td></tr><tr><td>PP children</td><td>50%</td></tr><tr><td>All Children</td><td>80%</td></tr></table> <p>*Data excluding a child who is repeating EYFS 2019-2020</p>		% children achieving the Early Learning Goals				Reading	Writing	Maths	PP children	100%	75%	75%	All Children	89%	82%	91%		% children achieving a Good Level of Development	PP children	50%	All Children	80%	Continue to provide this support	£7992																						
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Targeted intervention for KS1 Maths and English. Detailed planning of interventions targeting the next steps for individuals.	Extra support provided by Teachers and Teaching Assistants for vulnerable pupils who are not making expected progress or reaching national levels of attainment, through 1:1 and group mentoring to ensure that these children can access the curriculum and make rapid and sustained progress. An increased number of disadvantaged children will achieve age related expectations or be working at greater depth.	<p>Extra support provided by Teachers and Teaching Assistants for vulnerable pupils who are not making expected progress or reaching national levels of attainment, through 1:1 and group mentoring to ensure that these children can access the curriculum and make rapid and sustained progress. Data last year showed impact of intervention by the end of KS1.</p> <p><b>ATTAINMENT Year 2</b></p> <table><tr><td></td><td colspan="3">Average ARE On Entry</td><td colspan="3">Average ARE End of year</td></tr><tr><td></td><td>Reading</td><td>Writing</td><td>Maths</td><td>Reading</td><td>Writing</td><td>Maths</td></tr><tr><td>PP children</td><td>1D</td><td>1D</td><td>1S</td><td>2D</td><td>2E</td><td>2D</td></tr><tr><td>All Children</td><td>1S</td><td>1S</td><td>1S</td><td>2S</td><td>2S</td><td>2S</td></tr></table> <p><b>PROGRESS Year 2</b></p> <table><tr><td></td><td colspan="3">Average Progress</td></tr><tr><td></td><td>Reading</td><td>Writing</td><td>Maths</td></tr><tr><td>PP children</td><td>110%</td><td>109%</td><td>72%</td></tr><tr><td>All Children</td><td>103%</td><td>97%</td><td>99%</td></tr></table>		Average ARE On Entry			Average ARE End of year				Reading	Writing	Maths	Reading	Writing	Maths	PP children	1D	1D	1S	2D	2E	2D	All Children	1S	1S	1S	2S	2S	2S		Average Progress				Reading	Writing	Maths	PP children	110%	109%	72%	All Children	103%	97%	99%	Continue to provide this support	£3927.92
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All Children	103%	97%	99%																																													

Targeted intervention for KS2 Maths and English. Detailed planning of interventions targeting the next steps for individuals.	Extra support provided by Teachers and Teaching Assistants for vulnerable pupils who are not making expected progress or reaching national levels of attainment, through 1:1 and group mentoring to ensure that these children can access the curriculum and make rapid and sustained progress. An increased number of disadvantaged children will achieve age related expectations or be working at greater depth.	<p>Extra support provided by Teachers and Teaching Assistants for vulnerable pupils who are not making expected progress or reaching national levels of attainment, through 1:1 and group mentoring to ensure that these children can access the curriculum and make rapid and sustained progress.</p> <p>Data last year showed impact of intervention by the end of KS2.</p> <p><b><u>ATTAINMENT</u></b> Year 6</p> <table><tr><th></th><th colspan="3">Average ARE On Entry</th><th colspan="3">Average ARE End of year</th></tr><tr><th></th><th>Reading</th><th>Writing</th><th>Maths</th><th>Reading</th><th>Writing</th><th>Maths</th></tr><tr><td>PP children</td><td>5D</td><td>5E</td><td>5D</td><td>5S</td><td>5S</td><td>6E</td></tr><tr><td>All Children</td><td>5D</td><td>5D</td><td>5D</td><td>6D</td><td>6D</td><td>6D</td></tr></table> <p><b><u>PROGRESS</u></b> Year 6</p> <table><tr><th></th><th colspan="3">Average Progress</th></tr><tr><th></th><th>Reading</th><th>Writing</th><th>Maths</th></tr><tr><td>PP children</td><td>125%</td><td>107%</td><td>125%</td></tr><tr><td>All Children</td><td>98%</td><td>88%</td><td>109%</td></tr></table> <p>Data excluding 2 PP children who were inward mobility, having joined the school part way through the year.</p> <p>* Where children have made over 100% progress, this means they have met all of the Age Related Expectations for one year group and an additional percentage of the AREs for the following year group within one academic year.</p>		Average ARE On Entry			Average ARE End of year				Reading	Writing	Maths	Reading	Writing	Maths	PP children	5D	5E	5D	5S	5S	6E	All Children	5D	5D	5D	6D	6D	6D		Average Progress				Reading	Writing	Maths	PP children	125%	107%	125%	All Children	98%	88%	109%	Continue to provide this support	£3927.92
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### iii. Other approaches

Action	Intended outcome	Estimated impact.	Lessons learned	Cost
Family Support Worker	Provision of support and guidance for vulnerable children and families, signposting to services and promoting attendance. SAFeh written to address needs and request support if necessary. Rise in the rate of attendance to meet the National Target 96%	<p>Our FSW has provided valuable support and guidance for vulnerable children and families, signposting them to services and promoting attendance</p> <p>Average attendance for vulnerable pupils this academic year was 94%. This indicates a rise in attendance from 92% in the previous academic year.</p> <p><b>FSW provided critical support to families during the lockdown. Contact was made with PP families not attending school weekly and with other vulnerable families more regularly.</b></p>	Continue to provide this support	£2599.35

Educational Welfare Officer	Educational Welfare Officer (EWO) working alongside school staff and families to ensure attendance is monitored and maintained to achieve the National Target 96%	<p>The EWO has worked alongside school staff and families and the attendance for individuals has improved. Attendance meetings and reviews have been held for all children where attendance has given cause for concern.</p> <p>Attendance figures remain at a high level for children across the school. However, there is a gap between the attendance figures for Pupil Premium children and their peers.</p> <p>Average attendance for vulnerable pupils this academic year was 94%. This indicates a rise in attendance of PP children from 92% in the previous academic year.</p>	Continue to provide this support	£1500
W.A.S.P Club -Targeted extended school places	<p>Breakfast Club places offered to children eligible for PP funding - Improving attendance, punctuality and building social skills</p> <p>Vulnerable children arrive at school on time and have a good start to the school day with a healthy breakfast.</p> <p>Afterschool Club – Building social skills through a range of fun activities.</p> <p>Children meet age-related expectations.</p>	<p>Breakfast Club places offered to children eligible for PP funding - Improved attendance, punctuality and building social skills</p> <p>Vulnerable children arrived at school on time and have had a good start to the school day with a healthy breakfast.</p> <p>Teachers report that these children arrive in class settled and ready to begin learning.</p>	Continue to provide this support	£193.50
Attendance Raffle	<p>Families eligible for PP funding targeted to promote attendance. These children are awarded a raffle ticket for each full week they attend school that term. At the end of each term the raffle is drawn with the PP. The winning child's family receive a £20 cinema voucher for our local cinema.</p> <p>Rise in the rate of attendance to meet the National Target 96% which will reduce lost learning time.</p> <p>Progress and attainment will improve as a result</p>	<p>Pupil feedback indicates that children enjoy taking part in the attendance raffle and feel motivated to come to school regularly. Prizes have been positively received by pupils and parents.</p> <p>Average attendance for pupils eligible for Pupil Premium funding this academic year was 94%. This indicates a rise in the attendance of PP children from 92% in the previous academic year.</p>	<p>Attendance raffle only took place in Terms 1 - 3 in the academic year. Not continued due to the lockdown.</p> <p>Begin raffle again when all lockdown measures have been eased. Attendance cannot be measured due to the shielding measures.</p>	£100

Residential trips Day trips	Pupil Premium children able to take part in residential visits, boosting self-esteem and motivation. Pupil Premium children able to participate fully in the wider curriculum. Children able to participate in follow up work.	Pupil Premium children were able to take part in residential visits, and day trips boosting self-esteem and motivation.  Pupil Premium children were able to participate fully in the wider curriculum.  Children were able to participate in follow up work.	Continue to provide this support	£1998.50  £19.10  Total = £2017.60
Sand Tray Therapy Key stage1 and Key stage 2 - to address the emotional needs of pupils to allow learning to take place. 1:1 weekly. 6-8 sessions with trained Teaching Assistant.	Sand tray therapy allows vulnerable children to construct their own microcosm using miniature toys and coloured sand. The scene created acts as a reflection of the child's own life and allows them the opportunity to resolve conflicts, remove obstacles, and gain acceptance of self with the support of a trained specialist. Sensory experiences also help prompt language development. This therapy will reduce the impact of social and emotional needs on children's learning and they will be more focussed in class and more resilient in their learning behaviour.	Children identified by teachers to benefit from therapeutic intervention complete a Pupil questionnaire. The specific area of need is indicated by this and the intervention is then specifically focused on that need. Areas of need are those such as Anger management, Social skills, Self-esteem, Friendship and relationships, emotional awareness or anxiety.  Children receive 1:1 weekly sessions for 6-8 weeks with a trained Teaching Assistant. Sand tray therapy allows vulnerable children to construct their own microcosm using miniature toys and coloured sand. The scene created acts as a reflection of the child's own life and allows them the opportunity to resolve conflicts, remove obstacles, and gain acceptance of self with the support of a trained specialist.  The sensory experiences involved in this therapy have helped support children's language development and has reduced the impact of social and emotional needs on their learning.  Pre and post intervention assessments indicate positive impact of intervention.	Continue to provide this support	£1716.65
Emotional Literacy Support Assistant (ELSA) to address the emotional needs of pupils to allow learning to take place.	School based ELSA support in small groups or 1:1 Weekly (6-8 sessions) Dedicated, trained Teaching Assistant who have time to listen to vulnerable children. Children receiving this support are reported to be more settled in class and demonstrate higher levels of resilience and motivation. Children are better able to understand and regulate their own emotions.	School based ELSA support in small groups or 1:1 Weekly (6-8 sessions)  Children identified by teachers to benefit from therapeutic intervention complete a Pupil questionnaire. The specific area of need is indicated by this and the intervention is then specifically focused on that need. Areas of need are those such as Anger management, Social skills, Self-esteem, Friendship and relationships, emotional awareness or anxiety.  Dedicated, trained Teaching Assistant utilise pre and post intervention ELSA assessments and these indicate positive impact of intervention. Pupil and parent feedback gathered post intervention also demonstrates positive impact of this intervention.	Continue to provide this support	£2996.11



Music Tuition	Vulnerable children are able to learn a new skill, boosting confidence and motivation which impacts their learning across the curriculum.	Pupil and teacher feedback demonstrates that children who have benefitted from this opportunity have enjoyed learning a new skill and being given the opportunity to perform to the school has also boosted their self-esteem and enabled them to experience success.	Continue to provide this support	£220
Allocation of funding for after school clubs which require payment, such as 'Fun Science' and 'French'	Children develop social and emotional skills and strategies through engaging with children of all ages. Vulnerable children have increased motivation in lessons, they are more willing to share knowledge and can communicate their ideas clearly.	Children have enjoyed having the opportunity to take part in these clubs alongside their peers and have developed their social and emotional skills and strategies through engaging with children of all ages. Teachers report that children who have taken part in these clubs are more motivated to participate in lessons and have increased self-confidence.	Continue to provide this support	£209
Provision of School Uniform	Builds confidence of vulnerable children. Improved self-esteem and a sense of belonging.	Parents/carers of our most vulnerable children feel supported in enabling their children to experience a sense of belonging. Lack of support would have detrimentally impacted children's self-esteem.	Continue to provide this support	£109.23
Supply Teacher covering Leadership and management Time for PP champions	Two experienced members of staff act as Pupil Premium champions for the school. They monitor and evaluate the interventions and support provided for Pupil Premium children and track their progress which means gaps in learning can be quickly identified and addressed. Attendance at Pupil Premium training courses ensures best practice in school.	Experienced members of staff act as Pupil Premium/Looked After Children champions for the school. They monitor and evaluate the interventions and support provided for vulnerable children and track their progress which means gaps in learning can be quickly identified and addressed. Attendance at Pupil Premium meetings and training courses ensures best practice in school.	Continue to allocate leadership and management time where necessary.	£456