



Pupil Premium Strategy 2020/2021 - REVIEW

School Summary

Total number of pupils on roll	433	Total number of pupils eligible for Pupil Premium	66 (15%)	Total amount of Pupil Premium funding	£97'979.46
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Spending

Action / Spending	Expected Impact	Cost	Review – September 2021
CPD: - Reading - Middle Leaders - IT (Chromebooks) - ELSA - Safeguarding	<ul style="list-style-type: none"> - Improvement in the reading progress of the children. Increased love of reading for children. - Curriculum revised to maximise learning. - Successful implementation of new devices, to improve quality of provision in school and for remote learning. - Increased targeted support available for specific children. - All children and adults are kept safe. All staff are confident in their duties for monitoring and maintaining the safety for children, inside and out of school. 	£500 £900 £250 £300 £500	<ul style="list-style-type: none"> - Nesy & NELI training completed with specific staff. - Phonics training completed with new staff. - NPQML completed for science leader. - Google Classroom training given to teachers – used during lockdowns. - ELSA training completed by two members of staff. - Safeguarding training given to all staff in September and January (new staff as part of induction). -
Free School Meals / Milk / Snack	<ul style="list-style-type: none"> - Increased number of children accessing a healthy, nutritious diet, to aid physical development and the ability to engage in their learning. 	£13'000	<ul style="list-style-type: none"> - Continued through food parcels during lockdown. - Children attending school received meal as normal.
Employment of external professionals to support pupil's emotional and academic development - Panacea - Play Therapy - Educational Psychology - Tutor to support learning	<ul style="list-style-type: none"> - Children develop self-awareness, resilience and self-esteem. Children are able to engage more effectively within the classroom. - Children will feel increased levels of confidence to manage their learning and social interactions. Attendance levels rise. - Interventions support children to develop positive behaviour, social interactions and learning techniques. 	£1'500 £1'200 £1'000 £4'772	<ul style="list-style-type: none"> - Panacea support continued during Autumn term, paused during lockdown, restarted in summer term. - Play therapy sessions concluded at end of Autumn Term. - Educational Psychologists continue to work with children and support families.

	<ul style="list-style-type: none"> - Increase in academic progress. 		<ul style="list-style-type: none"> - Lightening Squad reading Tutoring programme implemented during summer term.
Deployment of Senior Teacher <ul style="list-style-type: none"> - Inclusion/SEND/Mental Health & Wellbeing - Behaviour/Attendance 	<ul style="list-style-type: none"> - Progress of pupils accelerates. Children are able to transfer acquired skills into other areas of their learning. - Maintain and improve attendance levels. Reduction in disruptive incidents. Governors have a greater awareness of school actions, through reports. 	£9'502.20 £13'737.40	<ul style="list-style-type: none"> - Both roles were used within school for autumn term and then remotely during spring term lockdown. - Attendance during lockdown measured through engagement in school work, which was positive in most cases. Teachers (& SLT) monitored and intervened for those with low attendance.
School Business Manager <ul style="list-style-type: none"> - Attendance 	<ul style="list-style-type: none"> - Maintain and improve attendance levels. Governors have a greater awareness of school actions, through reports. Liaison with EWO services results in swift intervention for persistent absentees. 	£2'000	<ul style="list-style-type: none"> - Attendance levels remained above National and Local figures.
Maths leader <ul style="list-style-type: none"> - CPD - Implementation of initiatives 	<ul style="list-style-type: none"> - Staff confidence is high. Provision is effective. - Curriculum is delivered fully, in engaging ways. 	£525	<ul style="list-style-type: none"> - Training completed. - Monitoring of lessons identified successful use of strategies shared.
IT development <ul style="list-style-type: none"> - Hardware - Curriculum development - Technical support 	<ul style="list-style-type: none"> - Pupils have greater access to up-to-date technology, which can be used across the curriculum. Children to develop the necessary skills to allow them to select the most appropriate IT tool for the task they are set. Children are more prepared for the next phase of their education. - Coverage, level of challenge and interest levels maximised, to enable pupils to develop IT skills. Pupils to develop a greater awareness of online safety. - Technical issues resolved efficiently, to reduce impact on learning. 	£8'000 £1,100 £500	<ul style="list-style-type: none"> - Children taught how to use Google Classroom, during autumn term. - Google Classroom used effectively for remote learning and for class teaching during summer term. - Chromebooks purchased, set up and logged with school security system during spring term. - Devices loaned to families in need, during lockdown. IT support provided by Assistant Head, as required.
Supply Cover to allow for; <ul style="list-style-type: none"> - Yr6 focused feedback. - Yr6 Mentor - Middle Management - HLTA support 	<ul style="list-style-type: none"> - Specific problem solving techniques are developed. Children develop greater understanding of their areas for improvement; to extend and deepen their learning. - Children are prepared for transition to secondary school. 	£1'050 £350 £350 £5'000	<ul style="list-style-type: none"> - Professional Learning Teams used to monitor and assess effectiveness of subject teaching. - Transition work completed for Yr6 graduating, with additional work for identified children.

	<ul style="list-style-type: none"> - Monitoring and assessment of provision is effective, across the whole school. - Children transfer knowledge into other areas of their learning. 		
<p>External professional data/assessment support.</p> <ul style="list-style-type: none"> - System management. - Staff training. 	<ul style="list-style-type: none"> - Pupil progress is tracked and adjustments made to provision, in order to meet the needs of specific children. 	£2,000	<ul style="list-style-type: none"> - Gaps identified in learning and key focus areas for next year.
Emotional behavioural support	<ul style="list-style-type: none"> - Children are supported to gain a greater understanding of their emotions and how to manage them. 	£1,000	<ul style="list-style-type: none"> - Rainbow room used by multiple children, working with Learning Mentor. Allowing children to focus on their learning, by managing their emotions more successfully.
<p>Early Years development</p> <ul style="list-style-type: none"> - Reading resources - Behaviour support 	<ul style="list-style-type: none"> - Children have increased access to stimulating reading resources, to develop a love of reading. Children develop a wider vocabulary. Children are able to draw on a wider vocabulary in their speaking, listening, reading and writing. - Behaviour for learning is developed and established. Teaching and learning is more effective. 	£600 £3'300	<ul style="list-style-type: none"> - Review of the practise led to changes being made to processes. - Behaviour for learning showed signs of improvement, with strategies being consistently applied.
NFER Assessments	<ul style="list-style-type: none"> - Standardised assessment system allows tracking of pupil progress. Gaps in learning due to 'lock-down' identified and teaching adapted accordingly. 	£3'000	<ul style="list-style-type: none"> - Assessment used at the start of the year, but teacher assessment used at the end, following significant disruption. - Assessment data collated using online platform, for more effective analysis.
Learning Mentor	<ul style="list-style-type: none"> - Member of staff employed to support children and families, including facilitating access to additional resources. Positive relationships between home and school will ensure greater network of support for the children. Children to receive nurture support, which will help develop self-confidence and positive behaviour. Children receive support to develop friendships and build their social skills. Increased pupil resilience. 	£21'742.86	<ul style="list-style-type: none"> - Learning mentor has full programme to support targeted children, through 1:1, small group sessions, or during play/lunch times. - Learning mentor responds to concerns raised by staff, children and parents. - Forest schools established.
School uniform	<ul style="list-style-type: none"> - Removal of one cause of anxiety, allowing children to concentrate on their learning. 	£200	<ul style="list-style-type: none"> - Provided for pupils who joined the school during lockdown.

Purchase of personal hygiene products	- Pupil anxiety levels reduced, allowing for greater engagement in learning (including attendance).	£100	- Items purchased. Some used during autumn term, but not required during spring term lockdown.
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