

North Wootton Academy Pupil Premium Strategy statement 2020 - 21

1. Summary information					
School	North Wootton Academy				
Academic Year	2021	Total PP budget	£39900	Date of most recent PP Review	Feb 2021
Total number of pupils	319	Number of pupils eligible for PP	34 inc.4 forces chl'n	Date for next internal review of this strategy	June 2021

2. Current attainment			
	<i>Pupils Overall in School Teacher Assessed</i>	<i>Pupils Nationally Teacher Assessed</i>	<i>Pupils eligible for PP in school Teacher Assessed</i>
% achieving GLD	71%	72%	75%
% KS1 Reading, Writing, Mathematics Combined			
% KS1 Reading	78%	75%	100%
% KS1 Writing	73%	69%	100%
% KS1 Mathematics	78%	76%	100%
% KS2 Reading, Writing, Mathematics Combined	86%	65%	86%
% KS2 Reading	86%	73%	86%
% KS2 Writing	85%	78%	86%

% KS2 Mathematics	86%	79%	86%
KS2 Reading progress			
KS2 Writing progress			
KS2 Mathematics progress			

3. 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. | Oral language skills in Reception and general vocabulary knowledge through the school are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years and impacts writing in terms of fluency and vocabulary. |
| B. | Pupils who are eligible for pupil premium appear to read far less frequently at home compared to those who are not. This often results in lower reading ability and progress. |
| C. | Low aspirations, independence and confidence are lower in some PP pupils, hence learning attitude is affected. |
| D. | A number of PP pupils have additional needs that impact their overall learning such SEND, EAL, Medical and Social and Emotional |

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

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| E. | Barriers during COVID-19 Lockdown that affect the ability of our pupil premium children to engage in online learning affecting outcomes disproportionately when measured against non-pupil premium children. |
| F. | Attendance rates for pupil premium eligible pupils were roughly in line with whole school rates, however, for some pupils in this cohort these were significantly lower |
| G. | Low educational aspirations: King's Lynn is an area with low levels of adults with higher levels of education |
| H. | Poor home learning environments affecting confidence of children. |
| I. | Access to reading books at home. |

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral and reading language skills throughout the school for pupils eligible for PP, particularly for those with EAL as an additional factor within the lower school.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. Pupils in Years 1-6 meet age related expectations or better in reading. To be measured by TA and Pixl tests and successful moderation practices. Pupils seen to be using knowledge organisers at school and home. Evidence of key vocabulary retention across all subjects.
B.	A greater achievement and progress in early Literacy skills with pupils eligible for PP with this being sustained through the school	Pupils eligible for PP in Reception achieve age related expectations or better in reading, writing and attain an age-appropriate knowledge of the phonics curriculum (spelling). Pupils achieve age related expectations or better in writing and GPS in each year group. To be measured by TA and Pixl tests and successful moderation practices.
C.	Improve mathematical understanding and attainment for all pupils eligible for PP.	Pupils eligible for PP in Reception achieve age related expectations or better in maths. Pupils achieve age related expectations or better in maths in each year group. To be measured by TA and Pixl tests and successful moderation practices.
D.	Higher rates of greater depth attainment within all year groups for all eligible PP children, with a focus on writing as this is a weaker area of attainment within the school.	Pupils eligible for PP identified as high achievers earlier in school continue to achieve greater depth as do 'other' pupils identified as high ability in maths, reading and writing with writing as a focus area. The percentage of PP pupils achieving greater depth at the end of KS1 and KS2 to increase. To be measured by teacher assessments, Year 2 and Year 6 tests and successful moderation practices established across the multi-academy trust (MAT).
E.	Pupils to participate in a wider range of activities and be given opportunities that may raise their aspirations and the way in which they view themselves within the school	The percentage of pupils eligible for PP participating in each of the extra-curricular clubs and pupil committees will be monitored and SMT to take active steps to increase participation within all to ensure that these percentages are above the 10% of PP in the school.

5. Planned expenditure

Academic year

2020/21

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. Quality of teaching for all

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?
Continue improving language skills throughout all year groups. Target the development of early language Improved VOCABULARY FOCUS and fluent spoken language in all lessons in line with the new curriculum.	Ensure all new staff are trained on developing oracy for pupils in EYFS and throughout school in vocabulary, reading and writing tasks. Knowledge Organisers used at school and home. New vocabulary for all subjects introduced at the start of a new topic area, repeatedly revised and retested at the end. Purchase of Lingo Kids Online App to assist our EAL children who are also pupil premium. TalkBoost / EAL lessons for children presenting with lower middle language skills – strategies to be implemented in circle time class sessions. Mrs Wordsmith for KS1 and Descriptosaurus for KS2 resources used within	Our evidence for this is that, as documented in the EEF Teaching and Learning Toolkit, early years interventions aim to ensure that young children have educational experiences which prepare them for social and academic success. New curriculum builds on vocabulary as a starting point across all subjects. Evidence suggests knowledge builds and needs to be 'sticky' - Knowledge Retrieval. We are training our children to move from 'novice' learners with bits of vocabulary to 'expert' learners making connections. It is proven that disadvantaged children benefit from high quality EYFS early language programmes (as supported by evidence in the EEF Toolkit). Research shows that young children develop deeper social and emotional intelligence with the right vocabulary. Children will develop skills across five key competencies: self-awareness, resilience, creativity, communication and community. Children's overall vocabulary increased on average by 50% with Mrs Wordsmith (National Literacy Trust)	High-quality provision with well-trained staff is essential. There are a number of new TA's in EYFS who will be trained by EB/JG. All staff to be trained that vocab is root of our new curriculum and will be developed to maximise progression by knowledge retention and making connections in learning. For children assessed too low for TalkBoost intervention/support in class will take place eg small group sessions, guided reading, 1-1 book discussions linked to our EAL provision Teacher formative assessment to be used in reading sessions also results of summative tests. Writing will be assessed against	EB MT Class teachers HLTAs/TAs MT	Feb 2021 10 hours x £25 £250 Reading TA support £600 Cost Lingo Kids £130 HLTA cost for EAL included in different section Purchased in 20-21 but continued monitoring and

	<p>quality first teaching to specifically develop a greater range of vocabulary within children's writing.</p> <p>Use of high quality/ high interest reading books bought last year to supplement and improve our existing range. Greater proportion of non-fiction used to widen pupils knowledge of the world and vocabulary.</p> <p>Home reading requirements across school reflect reading as a key priority.</p> <p>Use of Razkids online reading accounts for 70 students to further engage reading and support pupils with language in the household. Year 1 and all PP children.</p> <p>Ensure the children maintain can read books of different genre by replacing reading books that have not been returned from home after lockdown.</p> <p>Ensure the children understand how to approach formal testing.</p> <p>Providing more formal opportunities for speaking and listening within the school.</p>	<p>SPRING 1 UPDATE PRIMARY IMPROVE ON VOCABULARY THROUGH LESSONS STRUCTURES WERE BEGINNING TO SUPERSEDE</p> <p>It has been shown that children who have a broader vocabulary range become better readers and writers. High quality reading texts are crucial to a child's vocabulary acquisition and development of reading. These books have been chosen to enthuse children using exciting modern stories.</p> <p>Children increase their enjoyment of reading through exposure to non-fiction. This broadens their pleasure for reading and widens their interests. 'There is an interesting book for every child.'</p> <p>We recognise that we need to maintain and improve our variety of genres and maintain our guided reading sets across our phase groups.</p> <p>There are elements of reading in particular that need to be prioritised eg the technique and stamina of the PIXl tests.</p> <p>The EEF highlight that arts participation can have some impact for a relatively low cost; it was felt the drama opportunities provide a way in which to possible engage parents and children within a non-sporting activity; this</p>	<p>writing criteria and writing exemplification materials.</p> <p>Children's reading will be tracked as will scores in tests and book . Rigorous weekly checking of PP child reading records by class teacher (termly by MT) to ensure PP are reading in line with their peers. Progressions within reading tracking should exceed non-PP pupils and attainment within Pixl testing to stay within 5% of national.</p> <p>Online reading will be tracked through the Razkids structure for all Reception, Year 1 and all PP children.</p> <p>Class teachers will be allocated sets of books and phase leaders will monitor tracking systems so that less books are lost should we go into partial/full lockdown.</p> <p>Quality first teaching with extra support by TA's where our children do not complete their tests.</p> <p>Performance of a Shakespearian Play at St. George's Guildhall or in school although COVID – 19 may not allow this to happen.</p>	<p>MT</p> <p>MT/EB</p> <p>JG/MT</p> <p>MT/EB</p> <p>JG/AA</p>	<p>teaching support will be needed</p> <p>Management release £500</p> <p>Razkids £125 for PP accounts.</p> <p>Cost of replacement books funded in recovery plan</p> <p>£180 cost of hire Two coaches for the day £300</p>
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	Purchase devices so there is no external barrier to learning. Purchase electronic oxford dictionary/thesaurus	would also support the wider development of the pupil language. Access to learning in a modern age. Our overall aim is to increase the verbal capacity and knowledge of language towards an aim of improving their literacy overall. However, there is also a need to develop skills as independent learners	Initially, this will be a trial in 5/6 to ensure children independently look up words and spellings by typing in their ideas.	5/6 Staff	£30 per child= £300 for KS 2
Total budgeted cost					£2385

<p>Ensure all teaching is at least good for all PP pupils. Senior Leaders to monitor and support teaching at all levels.</p> <p>Improved progress across key stage 2 for core subjects</p>	<p>Quality first teaching – all staff aware of and held to account for PP pupils. PP children will have targets in a revised format.</p> <p>Staff training on high quality feedback.</p>	<p>Clear curriculum teaching guidelines and monitoring of the implementation and tracking of success.</p> <p>We want to invest some of the PP funding in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment and it is suitable as an approach that we can embed across the school in all subjects. All pupils will be challenged with constant verbal feedback.</p>	<p>Tracking and quality assurance of the curriculum objectives. School and PIXL tests will be analysed.</p> <p>Pupil premium attainment will be monitored. Book reviews and learning walks. Progression in books. Professional development sessions to improve practice.</p>	<p>SMT</p> <p>JG marking policy in present COVID climate.</p>	<p>AP Scrutiny review release time £1250</p>
<p>Ensure attitudes for learning are monitored and addressed by SMT</p>	<p>Release of core subject / PP leaders to monitor teaching and progress of PP pupils.</p>	<p>All staff/subject leaders need to be aware how well their subject is being taught within school in order that standards are kept consistently high and progress is evident.</p>	<p>Book reviews will be held every 3 weeks in SMT and subject leaders will do regular book scrutinies. HLTA to release subject leaders. Time made available on Fridays to enable additional feedback to PP children</p>	<p>Core subject leads MT</p>	<p>Core Subject leader release during data validation process = £1200</p>
<p>Ensure our pupils enjoy learning.</p>	<p>Reading Club for PP in which pupils can choose books and develop their own love of reading</p> <p>Termly pupil voice survey to track the attitudes to learning for all PP and adjust curriculum accordingly</p>	<p>Reading Club if possible due to COVID-19 restrictions to enthuse children in reading and enable children to discuss stories in detail. Collaborative learning proven in EEF to raise standards. A collaborative approach involves pupils working together in group small enough for everyone to participate on a collective task that has been clearly assigned</p> <p>Evidence from the EEF suggests that 'metacognitive strategies' can be one of the most beneficial ways to develop learning within the classroom. The school wishes to take snapshots of pupils' level of motivation and confidence within the school work and take proactive steps to addressing</p>	<p>Focus on Year 4/5 pupils particularly those of higher ability; books will be chosen by the pupils and the reading set by the leading adults</p> <p>Termly pupil voice surveys with follow-up feedback sessions for each student.</p>	<p>MT</p>	<p>MT time 20mins bi-weekly £159 Reading Club Books to be purchased £300</p> <p>Release time £150</p>
Total budgeted cost					£3059

ii. Targeted 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?
<p>Improve outcomes for PP pupils to ensure no gap in progress and attainment compared to all pupils through additional support</p>	<p>JG//BB//CB/LM/AA to run free after school clubs one night/morning per week</p> <p>Yr 6 after school booster clubs for middle-lower attaining pupils in Reading, GPS and Maths</p> <p>Yrs 4,5,6 after school booster clubs for pupil premium children in Reading, GPS ad Maths</p> <p>Year 2 after school booster sessions</p> <p>Purchase of Reading, Writing and Maths study guides.</p>	<p>This is a cost-effective targeted approach that will be repeated as it proved effective in the previous academic year.</p> <p>The EEF states that parental engagement is consistently associated with academic success therefore after school booster clubs are an ideal way to greet these parents personally and discuss the child's learning in a more informal way. The booster clubs also enhance and embed learning that has previously been taught in class.</p> <p>Evidence suggests access to the internet and associated devices is more difficult for our 'disadvantaged' children. We therefore, will ensure they have paper based study guides which can be taken into booster classes as well. It was clearly documented that Pupil Premium pupil had less access to learning resources at home during lockdown; a complete set of age appropriate support booklet to be purchased and use in and out of school to support additional learning</p>	<p>Children will be selected on the basis of scores in tests and places offered. Participation will be encouraged. Scores in sessions and subsequently in class will be monitored.</p> <p>This is a cost-effective targeted approach that will be repeated and extended this year.</p> <p>Follow up meetings will be requested with PP children who do not take advantage of these sessions by the DP</p> <p>Yrs 2,4,5,6 after school booster clubs to be led by TA's 2 x 1hr</p> <p>Class teachers will monitor the use of these in booster groups and home learning.</p>	<p>JGYr5/Yr 6 staff</p> <p>JG/MT/CB</p> <p>MH</p> <p>JG/MT/CB LP</p> <p>JG/CB/MT</p> <p>GL/LP</p>	<p>Jan 2021</p> <p>Staff costs covered in recovery plan</p> <p>Contained within the COVID Catch up plan</p> <p>Paid for by catch up fund</p> <p>Paid for by catch up fund</p> <p>£350 for complete set of books</p>

<p>Improve outcomes for PP to ensure no gap in progress and attainment compared to all pupils</p>	<p>Salford Reading Age Test to be introduced beginning and end of year and continuous daily reading support</p> <p>Employ intervention TAs & HLTA to work with individual and small groups of children in line with COVID-19 guidelines. TA's to be given training additional training to ensure they are equip to deliver quality intervention</p> <p>Weekly small group/1:1 sessions in writing for PP pupils with experienced teacher/HLTA, in addition to standard lessons towards developing writing fluency</p>	<p>Reading underpins the entire curriculum and OFSTED highlights early reading fluency as key, Daily practice is well documented as a key strategy and one that may be lacking in the home setting</p> <p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> <p>Writing progression is a key weakness within the school particularly as this was considered the most difficult area to teach online requiring a higher level of individual feedback and therefore this will be prioritised. Writing is historically regarded as the weaker core subject for our pupil premium children.</p>	<p>For children assessed by 1st half term by Salford test A. Those identified too low to have interventions to be in place and read to adult daily.</p> <p>Intervention Maps which are regularly updated and adjusted as necessary. Intervention sessions by TA's are to be more integral running alongside the start of lessons to ensure a bespoke curriculum for our pupil premium children with this being specific to their individual targets. Monthly training and review for PP pupils. Phase teachers to meet with teachers termly who then report to SMT. Teachers to meet with TA's and monitor intervention records/work. TA's trained in terms of intervention expectations 1x month.</p> <p>Writing will be led by MH and delivered through and LM (Yr 6) PE (3-5) and KA (2) Children will be accountable and rewarded for their effort. Children will have a clear checklist of what they need to improve – IEP. A whole school moderation of writing will be held within the year.</p>	<p>MH / TAs</p> <p>Phase Leaders TAs</p> <p>Coordinated by MH LG Yr 6 HLTA Yrs3-5 HLTA Yrs 1-2</p>	<p>One hour per week per pupil with need = £7,600</p> <p>Approximate cost equivalent to 2 hours 1.5 support a week £10,900</p> <p>£6,756 for teaching staff's hours £450 for management release</p>
<p>Remove the barrier of access to resources, particularly those online both within school and during potential lockdown</p>	<p>Provide a bank of tablets that can be loaned out during self-isolation of lockdown with those without sufficient access to a device</p>	<p>Post lockdown evidence suggests pupil premium pupils struggled disproportionately to access technology to engage in home learning.</p>	<p>Pupil premium champion to contact parents of those who engagement % fell short of the peer average and discuss how we can prepare and assist in the event of another lockdown. Purchase of any technology is to be a loan with liability for any damage/loss strictly with parents.</p>	<p>JG/MT</p>	<p>10 I pads - £4500</p>
Total budgeted cost					£30556

iii. Other 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?
Ensure attendance rates are consistently high.	HT to monitor pupils and follow up quickly on absences.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. In the academic year 2019-20 attendance rates for PP children were high before lockdown and this needs to be maintained.	Attendance will be consistently monitored and links with parents will be made.	HT / Pupil Premium Coordinator	FEB 2021 but ongoing No cost
The following is a desired focus which will be dramatically affected by current COVID-19 restrictions. Children have access to all educational opportunities	This provision has been reviewed such that wrap around care will be funded on a case by case basis. Extra-curricular activities and school excursions will continue to be fully or part funded. Residential trips will be part funded.	Children benefit socially, emotionally and academically from extra-curricular opportunities and family circumstances should not prohibit these from happening. If these excursions and trips are not possible, we will look to be creative in providing these cultural capital experiences online.	Funding will be monitored. The attendance figures of our PP children is monitored for after school clubs.	HT	Spring 2021 £3000 will be budgeted but this is expected to
Children to take ownership of learning through peer tutoring scheme.	Implement a peer tutoring scheme	The EEF states that children who take on responsibility for their aspects of teaching and evaluating their success has a positive impact. There is evidence that low-attaining and those with SEND's make the biggest gains. Peer tutoring is beneficial to embed learning.	This depends on current restrictions being lifted before we will pursue the professional development of staff where cross-aged matches of children would be made. Initial and end of programme assessments would be made to ascertain progress. There is a high likelihood of this being postponed until 2021-22.	MT/class teachers	Jan 2021
Children to widen aspirations in regard to higher education	Participate into our own version of the Children's University Scheme.	In 2016, the proportion of disadvantaged pupils attending university fell for the first time in a decade from the already disproportionately low number of 22%. Equally, the proportion of PP pupils attending external extra-curricular activities was low compared to our non-disadvantaged pupils.	BB has been appointed Children's University Coordinator. Internal Club Providers will be invited to participate within the scheme in order to enable PP pupils to acquire 'hours' that will lead to graduation.	BB	Feb 2021 £500 budget

			One member of the office staff will be assigned with managing the process which we are looking to adapt to the needs of our children at NWA.		
Ensure pastoral counselling for pupils who need additional support within the school to maintain a healthy emotional state	2 hours of dedicated 'ELSA' pastoral support therapy per week.	The Children and Young People's Mental Health Coalition (CYPMHC) notes that Pupil's mental health can greatly hamper their educational attainment and that disadvantaged pupils are most at risk. Therefore, they advocate 'the use of skilled counsellors/professionals who are valued by the children, thereby improving educational attainment, behaviour and social mobility'.	Dedicated practitioner trained and transitioning from STRIVE to ELSA programme. Deputy Principal to review and report back to Principal the pastoral progress on a termly basis. All staff trained to understand the role of ELSA	DP/Principal MB/MT INSET Sept 2020 MT	Feb 2021 £400 set aside for PP specific support
Ensure our new RSE curriculum supports our children to understand the importance of mental wellbeing as well as physical health.	Existing PSHE lessons are supplemented by timetabled RSE lessons.	The new RSE curriculum is to be compulsory by Summer 2020. Recognising the importance of our children's mental health, we have introduced elements already in September 2020.	RSE curriculum training delivered to all staff.	INSET Sept 2020	
Ensure the Recovery Curriculum post lockdown addresses our children's mental wellbeing and targets gaps in learning.	Timetables are more rigid between phases to ensure consistency and a targeted balance addressing mental wellbeing and the need to reengage with learning.	We prioritise and recognise that lockdown will have affected our children in many ways, particularly those disadvantaged, and the priority of timetabled PSHE/RSE is designed to support our Recovery Curriculum to equip them with coping strategies. Only then, can they begin to re-engage as effective learners.	Recovery curriculum introduced and overseen by Deputy Principal and monitored weekly to SMT to ensure perceived gaps are addressed.	MT/SMT	
Ensure all our pupil premium children are able to successfully transition back to school.	Seek the views of our pupils.	Evidence shows our pupil's mental wellbeing is key before they become resilient learners - Professor Barry Carpenter, CBE is Professor of Mental Health in Education at Oxford Brookes University.	Pupil voice survey at end of first half term and end of second half term in line with our Catch Up Plan to include our pupil premium children.	JG/MT	
Total budgeted cost					£3900

6. Review of expenditure
End of academic year July 2021

Previous Academic Year

i. Quality of teaching for all

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
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<p>Improve language skills throughout all year groups.</p> <p>Improved VOCABULARY FOCUS in all lessons in line with the new curriculum.</p> <p>Ensure all teaching is at least good for all PP pupils. Senior Leaders to monitor and support teaching at all levels. Improved progress for across key stage 2 for core subjects</p> <p>Ensure attitudes for learning are monitored and addressed by SMT</p>	<p>EYFS successfully engaged with a high number of parents and all staff were trained in new consistent phonics approach ensuring a faster pace of learning.</p> <p>New Knowledge Rich Curriculum embedded with a progressive approach on knowledge and language recall.</p> <p>Regular lesson observations and book scrutinies.</p> <p>Staff discussions by PP Champion to ensure PP pupils had individualised targets.</p>	<p>Progress and impact of approach was acknowledged by OFSTED.</p> <p>Using our high quality reading books in school and home reading being a key focus of home learning, 79% of our Yrs 1 – 6 pupil premium children achieved expected standard.</p> <p>We acknowledge that teaching of greater depth reading proved more challenging online resulting in two children not meeting this. However, one pupil premium child in KS2 who was predicted for expected did in fact achieve greater depth.</p> <p>OFSTED commended the language and vocabulary-based focus of our curriculum.</p>	<p>This was showing impact in our children’s learning before lockdown such that we intend to build on this success in 20-21 and ensure all new staff are trained.</p> <p>This continues to be built on in EYFS and is key within the new EYFS Curriculum for 2021 - 22</p> <p>We intend to build on and embed this success in 21-22.</p> <p>Extra support will be given to children across all subjects to achieve greater depth if targeted to do so. Rubrics will help staff understand what greater depth looks like for assessment. This will also help subject leaders raise the profile of their subjects and push for further excellence.</p> <p>Rigorous scrutiny of home learning work and telephone calls home were pivotal and we learnt from the first lockdown such that, at times, engagement was 100%. We will continue to monitor and chase if lockdown should reoccur.</p> <p>Our ELSA assistant, maintained contact and followed up any staff wellbeing concerns. We recognise each of our children are unique with their own unique circumstances and barriers. Our approach next year will be to prioritise wellbeing as we accept ‘One size does not fit all.’</p>	<p>£1500</p> <p>£2000 Inc. PP Book club £40</p> <p>Include costs of phone calls by TA'S £500</p>
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		<p>Data validation meetings were held with individual teachers accountable for the progress of their PP children.</p> <p>Lockdown meant that our usual assessments were not possible at the end of July 2020. Neither were the usual external qualifications taken so we cannot compare our end data to Sept 2019 targets set or any National outcomes but teachers did make predictions.</p>	<p>Data validation is seen to be increasingly important in non-core subjects and this will be a key focus in our Academy Development Plan this year.</p> <p>The Reading Club was a very successful initiative, in which the pupils enjoyed small group book discussions. This will continue as we mix year groups again.</p>	
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ii. Targeted support

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
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Improve outcomes for PP pupils to ensure no gap in progress and attainment compared to all pupils through additional support	Employ intervention HLTAs to work with individual and small groups of children	<p>We employed an HLTA just prior to lockdown. She is very experienced working with disadvantaged children and the intention was for her to focus on writing fluency.</p> <p>She will continue to build on this and work closer with teachers so that her work supports class teaching as well as concentrating on crucial literacy fluency.</p> <p>Intervention maps were successfully used throughout the whole school and PP pupils (and others needing support) were consistently reviewed.</p>	<p>We have an impressive retention of teaching staff. Our teachers are the same as last year and we will work with our new HTLA – PE – to embed the support she gives our children looking for evidence of this in their writing.</p> <p>We will, next year, be looking at where any child did not meet their targets and asking the direct question to staff – What can we do different? This enables teaching staff to self-evaluated practises for individual children.</p>	£21500
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iii. Other approaches

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
Ensure attendance rates are consistently high.	Funding provided	<p>Attendance was consistently monitored and addressed in accordance with school policy.</p> <p>As at end of July 2021: 96.3% 2020-21 96.4% + = 22/36 (61.1%) 90% + = 11/36 (30.5%) Below 90% = 3/36 (8.3%)</p>	Letters to be sent to parents with regards to absences to ensure they are more aware of the steps that will be taken.	£0
Children have access to all educational opportunities	Funding provided but COVID-19 stopped this.	Medium-low: In term of educational clubs the impact was high adding a broader curriculum for designated pupils.	Subject to the current pandemic, extra-curricular activities and school excursions will continue to be fully or part funded and residential trips will be part funded.	£2125
Children to take ownership of learning through per tutoring scheme.	Peer tutoring across year groups	Due to the logistics of the timetable this was not scheduled prior to lockdown.	To be reviewed in the new academic year.	

Children to widen aspirations in regard to higher education	Participate in Children's University	BB was appointed Children's University Coordinator. Internal Club Providers were invited to participate within the scheme in order to enable PP pupils to acquire 'hours' that will lead to graduation. One member of the office staff was assigned with managing the process (SW). Records show that the scheme has been accessed by a many of our PP pupils.	Our own version to be continued and extended in the next academic year. To promote the scheme to PP pupils so all can access successfully. This will be easier as COVID-19 restrictions begin to lift.	Gowns, decoration and certification = £1100 Office hours £500
Ensure pastoral counselling for pupils who need additional support within the school to maintain a healthy emotional state	2 hour of dedicated 'Strive' pastoral support based on play therapy	MB has a timetable of pupils who need support and the scheme is running successfully. The behaviour log indicates that PP pupils are successfully achieving at school both academically and socially.	We need to continue a flexible 'as and when' Strive approach for those pupils who do not need the more formal structured lengthier ELSA support. Deputy Principal to review pastoral progress on a termly basis.	£800 Additional hours after covid £500
Run booster after school clubs for targeted children in Year 6 for Reading, Writing and Maths	JG/BB/LM to run after school clubs one night per week and JG/SB/LC/CB in the mornings	Believed to have had high impact for the sessions that were held.	This is a cost-effective targeted approach that will be repeated and extended next year subject to covid-19 health and safety. Such are the benefits, we will look to extend this to other year groups for catch up sessions.	£1,000 contribution
Remove the barrier of access to resources, particularly those online both within school and during potential lockdown	Provide a bank of tablets that can be loaned out during self-isolation of lockdown with those without sufficient access to a device	Post lockdown evidence suggests pupil premium pupils struggled disproportionately to access technology to engage in home learning.	Pupil premium champion to contact parents of those who engagement % fell short of the peer average and discuss how we can prepare and assist in the event of another lockdown. Purchase of any technology is to be a loan with liability for any damage/loss strictly with parents.	10 Ipads - £4500
Children have access to all educational opportunities	This provision has been reviewed such that wrap around care will be funded on a case by case basis. Extra-curricular activities and school excursions will continue to be fully or part funded. Residential trips will be part funded.	Children benefit socially, emotionally and academically from extra-curricular opportunities and family circumstances should not prohibit these from happening. If these excursions and trips are not possible, we will look to be creative in providing these cultural capital experiences online.	Funding will be monitored. The attendance figures of our PP children is monitored for after school clubs.	-£2000 was budgeted for this but was not spent due to continual cancellation of trips and clubs

				- £350 for complete set of books
				- £480 Theatre hiring costs £180 Cost of hiring two coaches for the day £300
				Total £33235

