



Pinehurst Primary School

Pupil Premium Strategy Statement

'Experience, Excel and Enjoy'



Pinehurst Primary School

Pupil Premium Strategy Statement 2020-21

1. Summary information					
School	Pinehurst Primary School				
Academic Year	2020-21	Total PP budget	£361,116	Date of most recent PP Review	N/A
Total number of pupils R - Y6	355	Number of pupils eligible for PP	237	Date for next internal review of this strategy	March 2021 July 2021

2. Current progress				
	<i>Pupils eligible for PP (your school) in KS2 2019</i>	<i>Pupils not eligible for PP (national average) 2019</i>	<i>Pupils eligible for PP (your school) in KS1 2019</i>	<i>Pupils not eligible for PP (national average) 2019</i>
% achieving in ARE or above in reading, writing and maths	31%	Awaiting Data	53%	Awaiting Data
% achieving in ARE or above in reading	41%		60%	
% achieving in ARE or above in writing	47%		58%	
% achieving in ARE or above in maths	34%		68%	

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)

A.	Self belief, motivation and aspirations of individual pupils
B.	Standards of teaching, learning and progress in some classes historically and for some individual pupils
C.	Focus and precision of intervention support for individual needs
D.	Very low language skills on entry to school and limited range of vocabulary in all areas of the curriculum

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

E.	Social interactions having a detrimental effect on ability to engage in school for some pupils
F.	Safeguarding and welfare issues which may link to mental health issues for the child and / or family
G.	Poor attendance and limited support from some parents / carers to help child improve attendance and punctuality

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
	Improved outcomes closing the gap between Pupil Premium pupils and pupils Nationally at end of EYFS, KS1 and KS2. Measured termly using internal tracking system, then annually against National Standards and locality benchmarking	Progress shows PP pupils in line with National non-PP
	Improved phonics and reading skills for PP pupils Termly and annual data	Progress shows PP pupils in line with National non-PP
	Improved mathematical understanding and attainment for PP pupils Through use of Maths No Problem, regular monitoring and internal data collection tracking	Precision Teaching monitoring records to show pupils' knowledge 'gaps' closing
	Improved attendance, punctuality and engagement of PP pupils through Attendance support and tracking systems and early intervention	Qualitative data to show improvements in these areas and attendance data to improve for this group

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

Education Endowment Foundation research gains shown in months in brackets, in green ie (EEF +8)

i. Quality of Education for ALL (Teaching Assistants to ensure PP pupils supported, CPD for Staff)

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?
Year 6 PP pupils' progress, from their KS1 end of phase data, and Year 2 PP pupils from their GLD, to be 'good or better' and EYFS PP pupils from their starting points to achieve GLD or Exceeding.	Formative Assessment focus on closing the gaps through 'structured learning conversations' and peer feedback on a daily basis	Positive impact of structured learning conversations on outcomes. CPD and advice for teaching staff to target PP pupils in this whole class system and catch up programme. (Feedback EEF +8) 	SLT have CPD/research on assessment strategies –monitoring to regularly assess effectiveness of strategy	David Briscoe Katy Morris	To be completed and reviewed end of each Term.

March 2021

Support from SIOs and Middle leaders is in place to improve the curriculum offer with a clear focus on assessment and progress for all groups including PP. A targeted plan of support is in place in EYFS. INSET and staff meetings on assessment have been undertaken to improve formative assessment. Staff understand the clear rationale for feedback and structured learning conversations. PP children were targeted for intervention and support in the Autumn term through the deployment of Learning Support Assistants. In the event of absence or isolation Learning Support was covered to ensure intervention provision could continue. PP Lead monitored intervention and support being offered to PP children. PP children identified in whole school monitoring exercises in Autumn Term. Due to National Lockdown period and school closure from January – March 2021 progress data is not currently available. Formative assessment and feedback has remained a focus during remote learning with an online platform of Class Dojo being used to enable feedback on work. Structured learning conversations have been possible through weekly Keeping Connected Calls and Morning Meets.

Data Analysis for end of Autumn Term

Year 6 cohort progress data

	Below	Expected	Above Expected	Unknown

Y6 Reading %	33%	30%	9%	28%
Y6 Writing %	20%	54%	2%	24%
Y6 Maths %	38%	26%	4%	30%

PP analysis of attainment in Key Stage 1

		Reading		Writing		Maths	
	Number of pupils	Expected	GD	Expected	GD	Expected	GD
Year 1							
All Pupils	56	55%	2%	45%	0%	54%	0%
Pupil Premium	37	49%	3%	38%	0%	43%	0%
Not Pupil Premium	19	68%	0%	58%	0%	74%	0%
Year 2							
All Pupils	47	30%	0%	32%	0%	6%	0%
Pupil Premium	34	21%	0%	26%	0%	9%	0%
Not Pupil Premium	13	54%	0%	46%	0%	0%	0%


PP analysis of attainment in Years 4-6

Group	Number of pupils	Reading		Writing		Maths		GPS	
Year 4		Expected	GD	Expected	GD	Expected	GD	Expected	GD
All Pupils	50	38%	8%	26%	2%	38%	6%	24%	4%
Pupil Premium	32	38%	9%	31%	3%	38%	6%	28%	3%
Not Pupil Premium	18	39%	6%	17%	0%	39%	6%	17%	6%
Year 5									
All Pupils	55	20%	9%	15%	0%	35%	4%	13%	4%
Pupil Premium	42	19%	10%	14%	0%	31%	5%	10%	5%
Not Pupil Premium	13	23%	8%	15%	0%	46%	0%	23%	0%
Year 6									
All Pupils	46	22%	2%	35%	0%	20%	0%	17%	0%
Pupil Premium	35	14%	3%	26%	0%	23%	0%	17%	0%

Not Pupil Premium	11	45%	0%	64%	0%	9%	0%	18%	0%
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June 2021

The curriculum offer has impacted on the progress for all pupils from their starting points. Whilst there is no summative data set as a result of the COVID pandemic's impact on two school years teacher assessment indicates pupils are leaving their key stages ready to progress in the curriculum. Staff's knowledge of diagnostic and formative assessment has improved and it is being better used to inform future planning, thus supporting pupil progress and outcomes. PP children have been targeted for support. They have been a focus for interventions and prioritized in discussions around pupil progress. A new Assessment Lead and PP Lead for September 2021 will monitor the impact of Feedback strategies and how they can be used effectively to accelerate the progress of PP children.


PP pupils' progress, from their starting points across the school to be good or better	Collaborative Learning Strategies e.g. RWI MTYT, Talk Partners	<p>Pupils to continue collaborative work to further impact upon 'learning to learn' strategies and teacher 'structured conversations'. 1:1 support from teachers and TAs on a daily basis to improve collaboration.</p> <p>(Collaborative Learning EEF +5)</p> 	Focus in monitoring to regularly assess effectiveness of strategy	David Briscoe	Termly
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March 2021

Collaborative working is in place in all classes and there has been a positive impact on pupil relationships. Teachers and Learning Support Assistants encourage pupils to support each other and work collaboratively. There is a clear focus on 'Learning to Learn' and there has been a strong focus on self motivation and resilience both in school and during periods of remote education. Pupils are actively encouraged to take on the role of the teacher in lessons and offer explanations to their peers (see twitter for examples from Maths No Problem lessons in Year 6). Children engage in feedback with peers identifying strengths and areas for development in their work. Pupil attitudes to learning and aspirations remains a whole school priority linked in the SSIP and is of particular importance this academic year with an enforced closure of schools to all pupils except CWV between January and March 2021.

June 2021

Collaborative working has been further developed in all classes over the year. Evidence of this approach has been seen in monitoring lesson visits. Pupils have been encouraged to actively participate in all lessons as a result of the collaborative approach. Staff are developing 'No Hands up' approaches to improve pupil engagement. Structured learning conversations, mini plenaries and sharing WAGOLLS is supporting pupils. The motivation and resilience of pupils has improved this year. Children are engaging better in their learning following the periods of school closure, there is still some evidence of reduced stamina but this is an improving picture. Pupils attitudes to learning and in particular raising their aspirations will be a focus for the new PP Lead in September 2021.


<p>PP pupils' progress, from their starting points across the school to be good or better</p>	<p>Meta-cognition and Self-regulation approach; learning to learn, Mindset</p>	<p>Teachers/Support staff to use Structured Learning Conversations in feedback daily around learning to further impact positively upon progress</p> <p>Therapy sessions for individuals through Blossoms Room</p> <p>(Meta-cognition and Self-regulation EEF +8)</p> <p><small>Metacognition and self-regulation High impact for very low cost, based on extensive evidence.</small></p> 	<p>Focus in monitoring to regularly assess effectiveness of strategy</p> <p>Outcomes for individual support through SEND Intervention – Case study information</p>	<p>David Briscoe</p> <p>Joanne Steers</p>	<p>Ongoing</p>
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March 2021

Structured learning conversations are being developed and refined. They are a focus in all lessons. They are implemented in line with the Assessment and Feedback policies. Staff have spent time reviewing assessment strategies with a focus on the importance of these conversations in informing planning for future learning. PP and SEND pupils are identified for bespoke intervention matched to their needs. In addition to the SEMH trained staff support is offered for PP pupils through Seedlings, OSMEE, Numbers Counts and Read, Write Inc. The SENDCO tracks progress of individuals through these interventions and the impact on the whole child.

June 2021

Structure learning conversations have been further developed, both remotely and in school. Feedback is impacting positively on progress. Assessment and Feedback policies will be reviewed by the new Assessment Lead once in post in September 2021. Bespoke intervention is in place for individuals to support progress and improve outcomes. The SENDCO is tracking pupils in receipt of interventions and will work collaboratively with the new PP Lead from September 2021 to develop this further.

<p>Staff to be knowledgeable about individual needs and allocation of PP support. Staff to be proactive in seeking opportunities for PP children to excel across the curriculum.</p>	<p>Staff knowledge</p>	<p>For interventions to be effective and children supported appropriately staff must be knowledgeable about individual needs and barriers to success.</p> <p>(Individualised Instruction EEF +3)</p>  <p>Individualised instruction Moderate impact for very low cost, based on moderate evidence.</p>	<p>All staff are aware of which children are PP across the school</p> <p>All staff to understand how PP is allocated and what the school provides for PP children so they can fully contribute to meeting individual needs</p> <p>All staff to identify needs of PP children and the most suitable intervention / targeted approach for greatest impact.</p> <p>Intervention to be evaluated and improved for maximum impact</p>	<p>David Briscoe</p>	<p>Ongoing</p>
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March 2021


The PP Lead has ensured that staff are knowledgeable about their PP children and have an awareness of their class. The PP lead has identified any provision that is different from and additional to non PP children for pupils in each class. Staff have prioritised building relationships with pupils and understanding the individual barriers to learning both in school and when learning remotely from home. Staff are aware of the importance of additional support and targeted intervention for the most disadvantaged pupils. A revised curriculum model that is heavily influenced by experiences and extra curricular enrichment is in place. Although COVID has been a barrier to many of these experiences taking place, a virtual offer has been made. Pupils have been provided with electronic devices and routers / SIM cards to enable them to access this offer. A system for implementing and monitoring PP interventions alongside those for SEND is developing and is a future priority.

June 2021

Staff knowledge of individual children has improved and they are very knowledgeable about the individuals in their classes and in particular any barriers to learning that the PP individuals face. Lockdown and interaction during this period has improved relationships. Children are supported to be successful with bespoke support that is matched to their barriers to learning. This may include wider family support beyond the school day and the Learning Mentor is instrumental in providing this. The revised curriculum model is benefitting all children but has proved particularly engaging for some PP pupils. Enrichment opportunities have been limited due to COVID restrictions however visitors in school have been permitted when rates allow. There is a full offer of enrichment planned for when restrictions are no longer in place.

	Quality of teaching budgeted cost	£181,252.50
Breakdown: Structured learning conversations with Teacher cost per hour £25 and with Teaching Assistants £15 per hour (1/2 hour teacher per fortnight and 1/2 hour LSA per week per PP pupil)		60,693.75
Monitoring from SLT and Subject Leaders, Headteacher, Deputy Headteacher and Assistant Headteacher with no class based teaching commitment, Middle Leaders and Subject Leaders with release time costed (4 hours per week @ £35)		72,832.50
Interventions planned for individuals in class from T and TA support (15 mins per week per pupil)		5,460.00
SEND intervention support for individuals (3 hours per week)		36,416.25
		5,850.00

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?
To raise standards of in basic skills of reading, writing and Maths and self-esteem and communication skills	TA support for 1:1 sessions weekly	<p>Early intervention for individuals to assess their own learning and provide targeted feedback for them to improve impacting positively on end of key stage outcomes.</p> <p>(Feedback EEF +8)</p> 	Termly assessments for individuals – qualitative and quantitative data (e.g self-esteem questionnaires and measures and Pupil Tracking data / NFER testing)	David Briscoe	Termly

March 2021

Basic skills teaching has improved throughout the school. Support from SIOs and Maths Middle Leaders has led to significant improvements in the delivery and effectiveness of Maths Basic Skills sessions. Read Write Inc sessions and interventions including 1-1 tutoring are more robust and having an impact on outcomes as a result of the Liverpool Reading project. Maths Basic Skills, Read Write Inc sessions and 1-1 RWI and Maths tutoring has continued during the period January – March 2021 for some children. RWI assessment data for Autumn term shows significant progress, Reception and Year 1 progress is good. The introduction of the RWI Spelling programme will support outcomes in this area. Significant work has been carried out on writing progression in the English curriculum working on a Quality Text Based Approach.

June 2021

Standards have been raised in basic skills and this is evident in all monitoring. There has been a clear focus on Maths skills in the Basic skills and Fluent in 5 sessions. Reading has been prioritized and there is a consistent approach to the delivery of Reading and Phonics with Shared Reading and Read Write Inc in use across the school. Work scrutiny and lesson visits show high standards are present in the delivery of Reading, Writing and Maths. There has been evidence of improved presentation and quality in the books reviewed. Early intervention is being used to identify and support any pupils experiencing difficulties with learning or low self esteem.




Improved engagement and accelerated development of social skills	Support for vulnerable pupils in developing 'learning to learn' strategies – targeted groups and individuals	<p>Using Structured Conversations and feedback - daily alongside extra adults can target individuals that show signs of slow progress (Meta-cognition and Self-regulation EEF +8)</p>  <p>Metacognition and self-regulation <small>High impact for very low cost, based on extensive evidence.</small></p>	Support staff delivering the programmes will be monitored by class teacher. Specific time set aside for all pupils to access input from Pupil Premium intervention weekly.	Class teachers / LSAs	On-going reviews of progress throughout the year
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March 2021

There has been improved pupil engagement for many of the PP children both in school and working remotely at home. Additional adults have offered bespoke support to individuals. Learning Support Assistants being assigned to classes and year groups has enabled class teacher's to plan effectively for their time to have impact. Quality intervention guidance is being provided by the AHT: SENDCO to ensure the impact of these sessions.

June 2021

Following a further lockdown from January – March 2021 there has been improved engagement for pupils. Social skills have been prioritized as a result of pupils being in isolation for significant periods of time over the last two years. Pupils enjoy working together and have lots of opportunities to work collaboratively. Structured conversations with staff support pupils to improve academically and socially.

<p>To improve attendance of identified pupils. Work closely with other services to support children and families, inc EWO, FSW. EHAT – vulnerable families – supporting children in ascertaining wishes and feelings. To work alongside families to reduce a range of barriers to learning, including language skills, emotional and family support.</p>	<p>Engagement with EHAT process - school to provide lead by Joanne Steers and Justine Ashley FSW Attendance monitoring by Deputy Headteacher, Learning Mentor, Admin support and EWO.</p>	<p>Attendance and punctuality of pupils remains a focus, provision of support to identify barriers to pupils attending punctually (Parental engagement EEF +3)</p>  <p>Emotionally vulnerable groups of pupils require additional support to develop self-esteem resilience to be able to engage in learning within their classes (Social and emotional learning EEF +4 Meta-cognition and Self-regulation EEF +8)</p>  	<p>Attendance monitoring by Headteacher, Attendance Lead and EWO</p>	<p>Katy Morris/ David Briscoe / Clare Wigelsworth / Joanne Steers</p>	<p>Review through weekly attendance meetings with HT and Attendance lead</p>
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March 2021

Attendance policy has been implemented effectively since September 2020. The impact of COVID 19 has been seen on attendance. There have been absences as a result of isolation, shielding and general health and safety concerns. Some children have become persistent absentees as a result of parents anxieties and concerns given the global pandemic. School have been proactive in their work with these families, offering support, reassurance and encouragement to attend and in some cases this has proved very successful. School have had appropriate escalation processes in place involving the EWO with these and other families with erratic or poor attendance. Remote learning offer has developed significantly over the first half of the school year. As well as Class Dojo and Keeping connected calls, Morning Meets have been introduced and there is the provision of paper packs and resources in school for those who require this. Vulnerable pupils are identified and additional support is in place for these pupils through support from the Learning Mentor and / or AHT: SENDCO. The school works well with outside agencies and is quick to identify if attendance or punctuality are a barrier for a pupil or family.

June 2021

The Attendance Policy has been once again reviewed and updated in June 2021. The new Attendance Lead is also AHT and SENDCO and is being proactive in the transition period to September. There has generally been a positive impact on school attendance following lockdown. Pupils are keen to attend school and engage in the varied opportunities on offer. Where COVID absences exist procedures are rigorous and effective to keep isolations to a minimum. The school has joined the LINK Learning Network Attendance Pilot group and is making effective changes to systems and processes around attendance to improve these further. A focus on PA and PP attendance will be built into the new systems and processes. The school continues to work well with families to identify barriers to good school attendance and identifies strategies to help overcome these.

	Targeted support budgeted cost	£168,876.25
Breakdown: Termly assessment sessions with individuals with Teacher cost per hour £25 and with Learning Support Assistants £15 per hour (£13.75 per child)		133,526.25
Timetable of pupil premium interventions		See above
Attendance EWO		2475.00
Attendance support DHT/ LM / Admin		3000.00
Family Support –4 days per week		25,000.00
SEMH support (5 hours per week)		4875.00

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?
To support pupils from Early Years to Year 6 in class and during small targeted intervention group sessions – providing pastoral support to ensure engagement in learning. Improved outcomes and accelerated progress from low starting points.	Provision of TA support within class Engagement and Intervention 1:1 Pupil Premium additional intervention /workshop sessions	Support to provide suitable interventions for children identified through planning. Skills sets of LSAs include language, early reading and phonics, emotional support, positive mental health, ICT (Small group tuition EEF +4 Teaching Assistants EEF +1)  <small>Moderate impact for moderate cost, based on limited evidence.</small>  <small>Low impact for high cost, based on limited evidence.</small> Pupil Premium Intervention sessions with Ts and LSAs on individual targets. Targets matched to individual needs (One to One Tuition EEF +5)  <small>Moderate impact for high cost, based on extensive evidence.</small>	Training for staff as appropriate in delivery of strategies and structured intervention programmes, i.e. Reading / phonics intervention, maths intervention.	Class Teachers / Learning Support Assistants	Reviewed at budget setting and for new academic year

March 2021
 Learning Support Assistants have received training on Read Write Inc and NELI in the first half of this year. In addition EYFS training from Sam McKenna, PIVATS training from Yvonne Sutton, English training from Shelley Pennington and Assessment training from Melanie Pitt (School Improvement Liverpool) has further enhanced the staff's skills set. Further training through the SEND Consortia is being undertaken. Staff have the skills to support the Pupil premium target children both in class and through targeted intervention. A particular focus is in place on basic skills including Phonics, Reading and Maths.

June 2021

Small group and 1-1 intervention has continued throughout the year whether working in school or remotely. The school identified key children for remote Zoom intervention sessions. Staff are skilled in delivering effective intervention and this is having an impact on progress and outcomes. The menu of interventions on offer is broad and the SENDCO has invested in some further tools to help accurately assess baselines and impact.

<p>Breakdown: Training and coaching to support delivery of appropriate strategies. SLT and SENCO support working collaboratively. (6 hours per week equivalent)</p> <p>Subject Leaders non contact time for research using EEF and other sources and monitoring of outcomes and progress of PP pupils. (Additional 2 hrs per half term)</p> <p>Targeted pupil premium intervention from LSAs. SEMH / 1-1 support for individuals identified for intervention and on ad hoc basis as required. (5 hours per week)</p>	<p>Other approaches budgeted cost</p> <p>£11,025.00</p> <p>5850.00</p> <p>300.00</p> <p>See above</p> <p>4875.00</p>
	<p>TOTAL SPEND</p> <p>£361,153.75</p> <p>TOTAL ALLOCATION</p> <p>£361,116.00</p>

6. Review of expenditure

Review of expenditure 2019-20

Total Funding Allocation	£349,020.00
Total Budget Allocation	£345,753.75
Total Budget Remaining	£3,266,25

Desired Outcome	Action Taken	Impact
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<p>Year 6 PP pupils' progress, from their KS1 end of phase data, and Year 2 PP pupils from their GLD, to be 'good or better' and EYFS PP pupils from their starting points to achieve GLD or Exceeding.</p>	<p>Formative Assessment focus on closing the gaps through 'structured learning conversations' and peer feedback on a daily basis</p>	<p>Clear bespoke online training provided for teachers by SIL, Maths, English, Wider Curriculum being a clear focus. Teachers receive further online and email support bespoke to their needs embedding their own knowledge and subject application suitable for 'our' children. No validated data is available due to COVID-19.</p>
<p>PP pupils' progress, from their starting points across the school to be good or better</p>	<p>Pupils to continue collaborative work to further impact upon 'learning to learn' strategies and teacher 'structured conversations'. 1:1 support from teachers and TAs on a daily basis to improve collaboration.</p>	<p>Training and support has been initiated for teaching staff to support the use of collaborative learning both in house and external trainers. TA's have been allocated to year groups and under the teacher's direction work with children on a 1:1 basis to support the children's learning, this has enabled a focused support for specific or groups of children. All children's needs are identified to support their own learning through progress meetings, teacher discussions, in class learning.</p>
<p>PP pupils' progress, from their starting points across the school to be good or better</p>	<p>Teachers/Support staff to use Structured Learning Conversations in feedback daily around learning to further impact positively upon progress</p> <p>Therapy sessions for individuals through Blossoms Room</p>	<p>Feedback and marking policy updated and changed to support the importance of immediate verbal constructive feedback to the learner/s.</p> <p>Pupils identified from vulnerable cohort (via pupil progress meetings, external agencies/reports) who require focused therapy sessions, children been receiving therapy support this is an ongoing concern. Initial indications show some of the children are able to access learning and improve their own well-being.</p>
<p>Staff to be knowledgeable about individual needs and allocation of PP support. Staff to be proactive in seeking opportunities for PP children to excel across the curriculum.</p>	<p>For interventions to be effective and children supported appropriately staff must be knowledgeable about individual needs and barriers to success.</p>	<p>All staff are aware of which children are PP across the school All staff to understand how PP is allocated and what the school provides for PP children so they can fully contribute to meeting individual needs All staff to identify needs of PP children and the most suitable intervention / targeted approach for greatest impact. Intervention to be evaluated and improved for maximum impact</p>

<p>To raise standards of in basic skills of reading, writing and Maths and self-esteem and communication skills</p>	<p>Early intervention for individuals to assess their own learning and provide targeted feedback for them to improve impacting positively on end of key stage outcomes.</p>	<p>All year groups have a shared TA who supports class learning and provides timely interventions for children of varying needs. This allows for early targeted support via Afl.</p> <p>Both maths and English are a clear focus of the school with focused English are a clear focus of the school with maths and reading promoted at every opportunity throughout the curriculum.</p>
<p>Improved engagement and accelerated development of social skills</p>	<p>Support for vulnerable pupils in developing 'learning to learn' strategies – targeted groups and individuals</p>	<p>Targeted groups identified through pupil progress meetings who received support from in house TA and external support.</p> <p>Learning mentor has supported individuals and groups of children and families to help engage them in school and support their progress.</p>
<p>To improve attendance of identified pupils. Work closely with other services to support children and families, inc EWO, FSW. EHAT – vulnerable families – supporting children in ascertaining wishes and feelings. To work alongside families to reduce a range of barriers to learning, including language skills, emotional and family support.</p>	<p>Engagement with EHAT process - school to provide lead by R Kinsella Tate and Justine Ashley FSW Attendance monitoring by UPS Teacher, EWO and Headteacher</p>	<p>Attendance of PP children showed an increase from Autumn (89.24% to Spring 92.14%) Identified families have been receiving support from SFSS within their own household, initial feedback (Teacher, SFSS, parent) showed that this was having a positive impact on the parents and children by improving lines of communication and supporting families and lifestyle choices.</p>
<p>To support pupils from Early Years to Year 6 in class and during small targeted intervention group sessions – providing pastoral support to ensure engagement in learning. Improved outcomes and accelerated progress from low starting points.</p>	<p>Provision of TA support within class</p> <p>Engagement and Intervention</p> <p>1:1 Pupil Premium additional intervention /workshop sessions</p>	<p>Each year group has a shared TA with EYFS receiving more than 1 shared TA. Additional adults in the early stages of their primary career have allowed focused interventions with a focus on specific learning needs. These have taken place in school observations show that they are having an early impact in both academic and pastoral needs. Allowing children to access learning at differentiated levels and at varying pace.</p>

Review of expenditure 2018-19

Total Funding Allocation £324,720

Total Budget Allocation £310,241

Total Budget Remaining £14,479

Desired Outcome	Action Taken	Impact																																			
<p>Pupils to achieve ARE at an accelerated rate</p> <p>£186,342</p>	<p>Bespoke targeted groups and individual lessons LSA and Teacher intervention CPD for staff</p>	<p>KS1 data shows PP children showing an increase in % attainment in all subjects and combined over a 3-year trend, KS2</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Number of Pupils / % Matched</td> <td>26</td> <td>28</td> <td>23</td> <td>29</td> </tr> <tr> <td>% Expected standard+ (Re, Wr, Ma)</td> <td>22%</td> <td>30%</td> <td>50%</td> <td>31%</td> </tr> <tr> <td>% Expected standard+ Reading</td> <td>47%</td> <td>37%</td> <td>75%</td> <td>41%</td> </tr> <tr> <td>% Expected standard+ Writing</td> <td>44%</td> <td>60%</td> <td>50%</td> <td>47%</td> </tr> <tr> <td>% Expected standard+ Maths</td> <td>44%</td> <td>37%</td> <td>88%</td> <td>34%</td> </tr> <tr> <td>% Expected standard+ Grammar, Punctuation & Spelling</td> <td>42%</td> <td>54%</td> <td>70%</td> <td>67%</td> </tr> </tbody> </table> <p>KS2 generally showed a strong upwards trend, except 2019 where the attainment dips significantly – this is cohort specific.</p>		2016	2017	2018	2019	Number of Pupils / % Matched	26	28	23	29	% Expected standard+ (Re, Wr, Ma)	22%	30%	50%	31%	% Expected standard+ Reading	47%	37%	75%	41%	% Expected standard+ Writing	44%	60%	50%	47%	% Expected standard+ Maths	44%	37%	88%	34%	% Expected standard+ Grammar, Punctuation & Spelling	42%	54%	70%	67%
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% Expected standard+ Writing	44%	60%	50%	47%																																	
% Expected standard+ Maths	44%	37%	88%	34%																																	
% Expected standard+ Grammar, Punctuation & Spelling	42%	54%	70%	67%																																	
<p>PP pupils to show a decreasing Persistent absence trend</p> <p>£12,500</p>	<p>Additional EWO time Attendance lead release time Investment in rewards FSW time purchased</p>	<p>Attendance data shows PP PA shows a decrease in the % number of PA</p>																																			
<p>Access to main stream classrooms for PP pupils with increasing emotional/behavioural difficulties</p> <p>£78,399</p>	<p>SEMH interventions targeted via testing baseline External support and guidance used via varying agencies Child led programmes</p>	<p>SEMH data indicates programmes have been successful with all children except 1 (external additional support/guidance sought) during the academic year 2018/19 shows an improved SDQ score.</p>																																			
<p>Increase cultural experiences and enrichment</p> <p>£8,000</p>	<p>Use of local environment providing free trip Use of school mini bus to transport children Subsidise residential trips</p>	<p>Increased use of the local area has been integrated into the school curriculum with children visiting places and more frequently visitors coming to the school i.e. chicks, a farm education program, LFC, cookery program, Spanish, Music, this can be seen through the children's books.</p>																																			

<p>Increased level of vocabulary application within writing in all subjects</p> <p>£5,000</p>	<p>Change made to reading curriculum</p> <p>Reading resources invested in</p> <p>Online hardware and materials invested to engage pupils</p>	<p>Increased use of vocabulary has been evident through subject and SLT book monitoring, specific subject based words are more evident and focused to suit the context. Clear action plan by all subject leaders to increase this further has been formulated, evidence available via school website long term curriculum plans. <u>(Evidence, class books)</u></p>
<p>Engage reluctant learners and offer support</p> <p>£14,000</p>	<p>Use of alternative equipment such as online resources, in a time limited way to support and engage learners</p>	<p>Investment in ICT equipment and resources has taken place. From support walks there is clear evidence of increased use of focused supportive online resources have engaged pupils in their own independent learning skills. This has also been reflected in pupil voice conversations. <u>(Evidence: Pupil voice, monitoring walks, Computing subject lead)</u></p>
<p>Child centred focus on specific learning needs to aid progress</p> <p>£6,000</p>	<p>Bespoke LSA/teacher learning interventions to use resources/incentives/agencies i.e. Ed psych time, specific programmes etc</p>	<p>Additional bought in services have been used to gain a further insight into how we can best support the individual child, i.e. Ed Psych, SFSSW, Seeding's. The impact of this has acted as a supportive mechanism for both the school in taking the child's learning forwards and supportive for the child. <u>(Evidence: Services themselves, family feedback, SEND pupil profiles, Child protection conferences, TAF meetings, SEND monitoring)</u></p>