



## Thorpedene Primary School

### Pupil Premium Grant Strategy Report: Academic year 2019/20 (Sept-Aug)

<b>Headteacher</b> Miss. Shelley Walsh	<b>Reviewer</b> Miss. Stephanie Champney	<b>CEO</b> Mrs. Ruth Brock
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1. Summary information					
<b>School</b>	Thorpedene Primary School				
<b>Academic Year</b>	2019/2020	<b>Total PP budget</b>	£307,560 plus carry forward of £23,486.59  £331,046.59	<b>Date of most recent PP Review</b>	June 2017
<b>Total number of pupils</b>	539	<b>Number of pupils eligible for PP</b>	245	<b>Date for next internal review of this strategy</b>	February 2020

At Thorpedene Primary School we have high aspirations and ambitions for our children, and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to reach their full potential and continue to demonstrate our core values of Achieving, Caring and Respecting with Confidence.

The Pupil Premium Grant is allocated to children from low-income families who are, or have been, eligible for free school meals (FSM), children of service personnel and children who are or have previously been looked-after (LAC). The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between these children and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. From September 2016, schools are required to publish a Pupil Premium Strategy. This will ensure that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the strategy will be reviewed. As a school we also need to include how the allocation was spent for the previous year and its impact on eligible and other pupils. Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups. As a school we consistently track all pupils to ensure that they make good or better progress. Through targeted interventions we are working to eliminate barriers to learning and progress. For new pupils who start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations we always continue to extend that learning further to ensure that they reach higher levels of attainment. We closely monitor and review how we are spending the funding to ensure the strategies are having an impact on pupil premium pupil's achievement.

**Previous performance of Pupil Premium pupils – end of KS2**

	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>% pupils achieving ARE in Reading</b>	42%	53%	68%	69%
<b>% pupils achieving ARE in Writing</b>	73%	62%	77%	76%
<b>% pupils achieving ARE in Maths</b>	64%	62%	77%	80%

<b>2. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Low starting points on entry into the EYFS. Speaking, listening and understanding skills in Reception are lower for pupils eligible for PP than for other pupils. This leads to lower starting points on the National Curriculum for Reading, Writing and Maths in KS1 and KS 2	
<b>B.</b>	Gaps in prior learning due to high mobility	
<b>C.</b>	Higher ability pupils who are eligible for PP are making less progress than other higher ability pupils	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Low aspirations and expectations.	
<b>E.</b>	Low attendance and punctuality and persistent absenteeism	
<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To identify and fill the gaps in prior learning. Gaps are identified and targeted through interventions/QFT	PP pupils make accelerated progress from their starting points.
<b>B.</b>	To raise the percentage of disadvantaged children achieving above age -related expectations in all year groups	Diminish the difference between PP and NPP pupils in Reading, Writing and Maths in ARE and AARE
<b>C.</b>	To raise the attendance of PP pupils in line with school target	PP pupils attend school regularly and parents are aware of the impact on their children's academic achievements through their attendance
<b>D.</b>	Increased parental engagement in learning, through the development of the curriculum workshops and bespoke sessions.	PP parents engage further in school activities and have the knowledge and understanding of how to support their children in home learning

4. Planned expenditure					
Academic year		2019/2020			
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/Attainment for all					
Desired outcome	Chosen action/approach and Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
<i>To ensure effective high-quality everyday personalised teaching for all pupils.</i>	<p><b>CPD</b></p> <ol style="list-style-type: none"> <li>Staff training based on Quality First Teaching</li> <li>Bespoke CPD Opportunities from Teaching and Learning Lead</li> </ol> <p>£34,000</p>	<p>We believe ensuring all teachers have the opportunity to improve their practice is fundamental to ensuring our pupils can achieve their best.</p> <p>The Sutton Trust's report (2011) states: "The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.</p>	<p>Course selected using evidence of effectiveness.</p> <p>Feedback to staff on courses attended to share good practice and new initiatives</p> <p>Use staff meetings to deliver training.</p> <p>Lessons from training embedded in classroom practice</p> <p>Good practice observations within school staff</p>	Diane Pilgrim (CPD Support)	<p>Staff participated in a range of training over the academic year. Bespoke staff training sessions took place on teaching and learning aspects including Feedback and Marking and monitoring and moderation. Monitoring by SLT and Phase leaders has shown high quality feedback is used consistently across the school. Staff attending training share best practice have taken place.</p> <p>Active English training session was delivered to all staff providing a range of teaching resources and activities for</p>

					<p>lessons</p> <p>During the COVID-19 pandemic staff took part in over 700 online courses ranging from Safeguarding, Health and Safety to Wellbeing and Mental Health as well as courses to support the knowledge and understanding of how pupils learn.</p> <p>This online education for staff will be continued in the new academic year and sharing of best practice will continue.</p> <p>Staff Voice</p> <p>'I have really enjoyed the Managing Behaviour course; it has given me some great ideas'</p> <p>'I am looking forward to putting some of the strategies for supporting wellbeing in place with my class'</p> <p>'The Dyslexia course has given me a greater understanding of what it means for a</p>
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					<p>dyslexic child in school'</p> <p>'The TED talks are amazing!'</p> <p>Staff have spent time researching theories and topics that interest them e.g. Self-Regulation, AfL, Reading, Outdoor Learning and many more – they have been sharing many sources of information and resources with all staff via email</p>																																				
<p><i>To raise the attainment of PP pupils achieving Greater Depth standard in Reading, Writing and Maths.</i></p> <p><i>To provide challenges within learning experiences which enable all children to make progress considering their different starting points.</i></p>	<p><b>Academically More Able</b></p> <ol style="list-style-type: none"> <li>1. Staff training</li> <li>2. Challenge areas in classrooms to promote further exploration of activities</li> <li>3. Use of Classroom Secrets to support Maths Mastery</li> <li>4. Additional Maths groups for AMA pupils in Year 2/6</li> <li>5. The Brilliant Club</li> </ol> <p>£3,000</p>	<p>Data analysis identified a difference in the number of PP pupils achieving the higher standard and NPP pupils</p> <p>EEF Toolkit states that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high-quality feedback or one to one attention learners receive.</p> <p>EEF research Improving Maths in KS2 and 3 links with pupils' meta-cognition – developing pupils independence and motivation to ensure they take responsibility for</p>	<p>Identification of AMA PP pupils for Maths groups in Year 2 and 6</p> <p>Data analysis will show the increased number of pupils achieving above age related expectations</p> <p>Staff training sessions</p> <p>Pupil voice on Challenge in the classroom</p> <p>Providing AMA children opportunities to build on and extend maths skills through explanation and demonstration during parent workshops.</p>	<p>S. Champney (PP Lead)</p> <p>Phase Leaders</p>	<p>Teacher assessment completed up to February 2020.</p> <p>Reading</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2019</th> <th>2020 (Feb)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>N/A</td> <td>5</td> </tr> <tr> <td>2</td> <td>18</td> <td>8</td> </tr> <tr> <td>3</td> <td>8</td> <td>10</td> </tr> <tr> <td>4</td> <td></td> <td>18</td> </tr> <tr> <td>5</td> <td></td> <td>11</td> </tr> <tr> <td>6</td> <td>15</td> <td>20</td> </tr> </tbody> </table> <p>Writing</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2019</th> <th>2020 (Feb)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>N/A</td> <td>5</td> </tr> <tr> <td>2</td> <td>9</td> <td>13</td> </tr> <tr> <td>3</td> <td>10</td> <td>10</td> </tr> <tr> <td>4</td> <td></td> <td>15</td> </tr> </tbody> </table>	Year	2019	2020 (Feb)	1	N/A	5	2	18	8	3	8	10	4		18	5		11	6	15	20	Year	2019	2020 (Feb)	1	N/A	5	2	9	13	3	10	10	4		15
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their own learning.

5		8
6	16	20

Maths

Year	2019	2020 (Feb)
1	N/A	5
2	14	17
3	10	10
4		23
5		20
6	8	22

This data demonstrates the improvement we had achieved by February Half term – the number of children who were on track for greater depth had improved or remained in line with the previous year. As we would have had one and a half terms left to continue to raise the number of pupils achieving greater depth.

We had invested in the Scholars Programme which was booked for the more able in Year 5, however due to COVID this was postponed and will now take place in the new academic year for the new year 5 pupils

A new subject leader teacher has been

					<p>identified to continue the work already in place for AMA and raise the profile in the new academic year.</p> <p>Parental workshops were planned for the Summer term however due to COVID did not take place.</p>
<p><i>To raise the attainment in pupils achieving age related expectations in Reading with a particular focus on Greater depth Reading</i></p> <p><i>To ensure children are provided with the opportunity to develop a love of learning and raise the profile of the importance of reading at home.</i></p>	<p><b>Reading</b></p> <ol style="list-style-type: none"> <li>1. To provide training and resources to support comprehension of reading and the teaching of reading</li> <li>2. Provide a weekly club for families in the school library to support home reading</li> <li>3. Specialist AR teacher to provide high quality intervention for greater depth pupils</li> <li>4. Dedicated LSA to provide high quality interventions</li> <li>5. All staff trained on Cracking Comprehension and the whole school following the same format.</li> </ol> <p>£2,000</p>	<p>National Literacy Trust 'Reading for Pleasure – a research overview' 2006 '—benefits include an increased breadth of vocabulary, pleasure in reading in later life, a better understanding of other cultures, better general knowledge and greater insight into human nature.'</p> <p>The EEF recognises that reading comprehension strategies can improve learning by an additional 5 months across the school year.</p> <p>Cracking Comprehension has a wide variety of extracts with questions. These are broken down to bitesize chunks, incorporating active English games allowing all children to engage and achieve.</p>	<p>Termly monitoring of Accelerated Reader data</p> <p>Staff training sessions – developing reading</p> <p>Pupil Voice to monitor engagement in Reading</p> <p>Parent voice through surveys and questionnaires</p> <p>Data analysis showing progress in Reading across the school</p> <p>Small group phonics interventions in KS1</p> <p>Letterbox home reading scheme implemented for targeted pupils in KS1.</p> <p>Cracking Comprehension is a non-negotiable and support is available to all staff, whether through discussions, teaching with support or example lessons given where</p>	<p>S. Champney (PP Lead)</p>	<p>July 2020</p> <p>All Pupil Premium teachers have received training on the AR programme and use this in their interventions to support pupils reading</p> <p>Monitoring of AR and Reading across the school shows that pupils continue to receive a high standard of teaching of Reading through the use of the revamped Cracking Comprehension programme as well as the continued use of Accelerated Reader. Teachers are confident in monitoring and identifying children who need</p>

			<p>required.</p> <p>All new staff will be trained and shown the criteria as well as being supported if required.</p>	<p>more support.</p> <p>Accelerated Reader has ensured that pupils' progress in Reading is tracked termly and interventions are in place to support the needs of all PP pupils. The impact of this has seen an increase in Reading ages across the year groups over the academic year.</p> <p>By revamping the way Cracking Comprehension was taught, all children were able to access tricky texts and extracts, thus the impact being all children were engaged, able to participate and understand.</p> <p>Pupil voice shows that children enjoy reading and are feeling more confident in their understanding.</p> <p>Data at February half term shows that all year groups made progress in their Reading except Year 5, however had we remained at school to</p>
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					<p>continue with the tailored learning provision and intervention they would have made increased progress by the end of the year.</p> <p>Reading – Age Related</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Aut</th> <th>Feb</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>45</td> <td>55</td> </tr> <tr> <td>2</td> <td>71</td> <td>75</td> </tr> <tr> <td>3</td> <td>61</td> <td>62</td> </tr> <tr> <td>4</td> <td>66</td> <td>72</td> </tr> <tr> <td>5</td> <td>55</td> <td>53</td> </tr> <tr> <td>6</td> <td>78</td> <td>78</td> </tr> </tbody> </table> <p>Reading – GD</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Aut</th> <th>Feb</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>5</td> </tr> <tr> <td>2</td> <td>8</td> <td>8</td> </tr> <tr> <td>3</td> <td>7</td> <td>10</td> </tr> <tr> <td>4</td> <td>16</td> <td>18</td> </tr> <tr> <td>5</td> <td>11</td> <td>11</td> </tr> <tr> <td>6</td> <td>16</td> <td>20</td> </tr> </tbody> </table> <p>The library continues to open every break time and lunchtime to enable pupils more opportunities to read and access the fantastic selection of books and resources available.</p> <p>All classes have a library slot whereby they choose books of their choice to read for pleasure. They are exposed to a wide range of books: picture books,</p>	Year	Aut	Feb	1	45	55	2	71	75	3	61	62	4	66	72	5	55	53	6	78	78	Year	Aut	Feb	1	0	5	2	8	8	3	7	10	4	16	18	5	11	11	6	16	20
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					<p>nonfiction books, fiction books of different genres, poetry, classics, biographies and autobiographies to name but a few.</p> <p>We are very pleased with the impact that the development of Reading, using both Accelerated Reader and Cracking Comprehension across the school has had on the pupil's engagement and attainment in Reading.</p> <p>Unfortunately, due to the COVID-19 pandemic we do not have up to date progress data for Spring and Summer terms.</p> <p>This will be continued in the new academic year with an enhanced focus on developing a love of reading following the period of school closures</p>
<p><i>To raise the attainment in pupils achieving age related expectations in Writing</i></p> <p><i>To support the development of writing and enable children to</i></p>	<p><b>Writing</b></p> <ol style="list-style-type: none"> <li>1. Spelling Shed</li> <li>2. IPEEL Training</li> <li>3. National Training for Teachers</li> </ol> <p style="text-align: right;">£4,000</p>	<p>As part of our AIP we are continuing to focus on raising the standard of the teaching of writing across the school which will positively impact on learning and progress.</p> <p>The EEF funded a small study of the</p>	<p>Monitor the quality of teaching writing</p> <p>Writing progress monitored through samples at the beginning and end of the year</p>	<p>S. Champney (PP Lead)</p> <p>Phase Leaders</p>	<p>2 Middle Leaders delivered training on Active English in the Autumn term to all staff. Teachers are regularly using the Active English resources as part of</p>

<p><i>become independent writers.</i></p>		<p>'IPEELL' SRSD programme, pupils were given writing projects based on memorable experiences such as school trips. The IPEELL programme developers trained some teachers to use an SRSD approach to deliver these writing projects. Pupils whose teachers received the training were compared with pupils whose teachers did not. The SRSD pupils made around 9 months' additional progress in writing.</p>		<p>their English lessons or Cracking Comprehension sessions, this has continued to ensure children are focused and provides a range of fun, active and enjoyable lessons. The interactive element keeps the children engaged and ready, even excited for learning. The use of Active English has made for higher productivity and greater concentration within lessons.</p> <p>The Spelling Shed programme was purchased however due to the COVID-19 pandemic this was unable to be implemented through staff training, this will be continued in the new academic year.</p> <p>The IPEEL training was planned for the Summer term and again due to COVID-19 was postponed.</p> <p>Improving outcomes for Writing across the key stages has of course been majorly affected by the time</p>
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				<p>that the children have not been in school and working from home. We are pleased with our position at February half term as we were on track as a school.</p> <p>Writing – Age Related</p> <table border="1" data-bbox="1951 448 2190 651"> <thead> <tr> <th>Year</th> <th>Aut</th> <th>Feb</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>45</td> <td>55</td> </tr> <tr> <td>2</td> <td>67</td> <td>71</td> </tr> <tr> <td>3</td> <td>61</td> <td>62</td> </tr> <tr> <td>4</td> <td>67</td> <td>69</td> </tr> <tr> <td>5</td> <td>53</td> <td>50</td> </tr> <tr> <td>6</td> <td>78</td> <td>78</td> </tr> </tbody> </table> <p>Learning Objectives have been reviewed by the Leadership team to ensure that coverage in line with the NC is evident in all year groups and teachers have a clear understanding of expectations for making assessments</p> <p>Book scrutinies, learning walks, lesson observations have been carried out demonstrating that pupils' work across the curriculum was of a good quality.</p> <p>Working Walls show examples of pupil progress.</p>	Year	Aut	Feb	1	45	55	2	67	71	3	61	62	4	67	69	5	53	50	6	78	78
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<p><i>To develop positive reading behaviours between children and their families and instil a love of reading from an early age.</i></p>	<p><b>Parental Engagement</b></p> <p>1. FRED project – training for staff</p> <p style="text-align: right;">£300</p>	<p>National Literacy Trust 'Reading for Pleasure – a research overview' 2006 '—benefits include an increased breadth of vocabulary, pleasure in reading in later life, a better understanding of other cultures, better general knowledge and greater insight into human nature.'</p>	<p>Data analysis shows an increased number of pupils achieving age related expectations</p> <p>Pupil voice showing engagement in Reading</p> <p>Parent feedback from workshops and reading sessions</p> <p>Links with the local community – Nevvill Court</p>	<p>S. Champney (PP Lead)</p> <p>J. Seymour</p>	<p>The FRED project was planned for the Spring and Summer terms and did not take place.</p> <p>The library continued to be open after school weekly for families to attend up to Spring 2020 - this provided the opportunity for parents to spend quality time reading with their children and also provides them access to our selection of books. Feedback from parents has been positive as they welcome the opportunity to share books with their children and borrow books to read at home.</p> <p>Parent workshops took place in the Autumn term to develop parental engagement – these included Reading, Maths, Phonics sessions for parents. Attendance at these sessions was not as large as we had anticipated however the feedback from those who attended was positive and they found the information shared useful to support their children's learning at home.</p>
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				<p>During the COVID pandemic the school continued to support home learning via social media, the school app and website. We provided links regularly to activities parents could engage in with their children including book reviews, reading challenges and comprehension activities.</p> <p>We set up a dedicated email address to ensure communication stayed open between parents and school and were able to offer advice and support for families who contacted us</p> <p>Pupils have received support in many forms to develop their love of reading, through the use of Accelerated Reader daily, the weekly library sessions and the use of Cracking Comprehension sessions to enhance their comprehension</p> <p>A Reading specialist provides target support for disadvantaged pupils in KS2 to ensure they are continuing to develop their enjoyment in reading,</p>
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					<p>and they are supported to make progress and celebrate their successes on an individual basis</p> <p>AR data for PP pupils shows that in the first term they have made accelerated progress in their reading ages. A programme to develop the use of Cracking Comprehension was developed utilising the experience of one of our UKS2 teachers, there was a programme of development sessions in place to support all class teachers to plan and prepare tailored provisions for the delivery of comprehension lessons for their year groups. This programme of support was not completed due to COVID 19</p> <p>Our midyear data demonstrates that all year groups bar year 5 had made progress in attainment from the Autumn to the Spring term.</p>
<b>Total budgeted cost</b>					<b>£43,300</b>

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><i>To provide additional high-quality teacher led intervention for individual children based on their needs to ensure they make progress in Reading, Writing and Maths.</i></p> <p><i>To ensure pupils make at least expected progress from their starting point and the difference between PP and NPP pupils is diminishing.</i></p>	<p><b>Teacher Led Targeted Support</b></p> <ol style="list-style-type: none"> <li>1. Pupil Premium teachers are appointed, and training provided</li> <li>2. Effective individualised support provided for all PP pupils based on their needs</li> <li>3. Termly learning conferences with PP teachers and pupils</li> </ol> <p>£79,800</p>	<p>Disadvantaged children have a greater likelihood of under achieving academically. Therefore, through regular monitoring of all disadvantaged children, children will be targeted for bespoke work on their reading, writing and maths.</p> <p>This approach is supported by Ofsted (2014) who state that effective schools use 'achievement data frequently to check whether interventions or techniques are working and make adjustments accordingly.' (p. 12)</p> <p>The NFER report on Supporting Attainment of disadvantaged pupils' states that schools who identify pupils underachieving and plan to target these pupils do well.</p>	<p>Groups are tracked regularly, and assessment information analysed</p> <p>Timetable of interventions monitored by PP Lead</p> <p>Regular meetings with PP Lead</p> <p>Interventions are regularly reviewed and provide the best support for the individual pupils</p> <p>Performance Management targets set to support PP pupils successfully</p>	<p>S. Champney (PP Lead)</p> <p>PP Teachers</p>	<p>July 2020</p> <p>We had 3 Pupil premium teachers who work with PP pupils to provide intervention across all subjects. A termly conversation with each PP pupil allows the teacher to plan and prepare a range of interventions which will be bespoke for the individual's needs. The PP Review days are also an effective way of identifying support needed from the class teachers and each PP pupil successes and challenges are discussed in detail with actions put in place for intervention and support.</p> <p>Most gaps have narrowed over the academic year, with Year 6 making a significant closure in the differences between PP and NPP pupils. This shows that <b>over time</b> the school provide effective support for PP pupils in all areas of the curriculum. The year groups and areas identified as not having made as much impact as expected will provide a focus for the new Strategy Report</p>

				<p>for the academic year 2019-2020. There will be a focus on Writing across the whole school.</p> <p>Year 5 maths intervention has seen an increase in arithmetic scores from Autumn term to Spring term. Out of the 5 children in the intervention group, 4 children have improved their high score and improved their average scores</p> <p>Year 6 Maths intervention - out of the 5 children, 3 of them have improved their scores in the weekly arithmetic tests. One of the children has progressed to reach the National standard in Maths from a low starting point of working towards. The remaining children made progress to ensure they were securely on track.</p> <p>Weekly plans are adapted and annotated depending on how the children got on the intervention before.</p> <p>Year 5 Maths intervention group focuses on addressing misconceptions from the lesson and filling in gaps in their prior knowledge.</p>
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<p><i>To provide nurture provision for children who display social and emotional barriers to learning and strive to ensure they can access the learning curriculum and make substantial progress considering their starting points.</i></p>	<p><b>Nurture Provision</b></p> <ol style="list-style-type: none"> <li>1. Counselling sessions</li> <li>2. Life Skills sessions</li> </ol> <p>£11,000</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>We recognise that some pupils need additional nurture and emotional well being support to enable them to access their learning. We offer a variety of services which will support the individuals identified</p>	<p>Increased confidence and self esteem</p> <p>Pupils are engaged in their learning and demonstrate increased confidence and self esteem</p> <p>Pupils are more able to access their learning.</p> <p>Termly reviews of social and emotional progress and engagement</p> <p>Provision for key pupils to provide breakfast on arrival into school</p>	<p>S. Champney (PP Lead)</p>	<p>Counselling continued over the lockdown period – remote sessions via telephone including sessions for parents weekly</p> <p>Supported 12 children since September 2020</p> <p>Provided support and advice for staff to continue to support individual pupils</p> <p>Pupils respond well and develop positive relationships</p>
<p><i>To support development of spoken language including vocabulary development and sentence structure.</i></p>	<p><b>Speech and Language</b></p> <ol style="list-style-type: none"> <li>1. Speech and Language Specialist</li> <li>2. Individual S+L sessions with trained specialist in Reception and Year 1</li> </ol> <p>£5,000</p>	<p>Early intervention for children identified in Reception with language and social skills difficulties. The sessions develop these areas to support the children's learning and work on ensuring that these skills are then implemented in class. Children who are identified as having speech and language difficulties will be supported in overcoming these barriers to their learning.</p>	<p>Timetable of interventions monitored by PP Lead</p> <p>Termly reports written and discussed with PP lead</p> <p>Children will be discharged from speech and language and will have improved speech and language skills</p>	<p>S. Champney (PP Lead)</p> <p>A. Ambrose (S+L Specialist)</p>	<p>Over the year the S+L Support specialist has worked with 41 pupils across the school.</p> <p>The 3x week sessions provide the opportunity for the individual needs of the pupils to be worked on and support provided to ensure the children develop even further in their language skills. There are a range of support packages provided for the pupils including pronunciation, language acquisition, support from the NHS S+L team as well as parental support. Information is shared termly with parents and the class teachers and where possible activities are followed up at home and in</p>

					the classroom.																																										
<p><i>To provide additional support for pupils in Reading and Maths to ensure that pupils make progress from their starting point</i></p>	<p><b>LSA Targeted Support</b></p> <p>1. Pupils identified from data analysis for targeted intervention across the school</p> <p>£55,100</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with needs or behavioural issues can be effective, especially for older pupils.</p> <p>Pupils are identified in PP reviews and additional intervention is allocated to support their needs</p>	<p>Timetables created based on data analysis</p> <p>Sessions reviewed and flexible dependent on data analysis</p> <p>Staff training to ensure high quality intervention</p> <p>Pupil Voice</p>	<p>S. Champney (PP Lead)</p> <p>K. Moneyppenny (Inclusion Manager)</p>	<p>Accelerated Reader has ensured that pupils' progress in Reading is tracked termly and interventions are in place to support the needs of all PP pupils. The impact of this has seen an increase in Reading ages across the year groups over the academic year.</p> <p>Reading – Age Related</p> <table border="1" data-bbox="1861 555 2107 754"> <thead> <tr> <th>Year</th> <th>Aut</th> <th>Feb</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>45</td> <td>55</td> </tr> <tr> <td>2</td> <td>71</td> <td>75</td> </tr> <tr> <td>3</td> <td>61</td> <td>62</td> </tr> <tr> <td>4</td> <td>66</td> <td>72</td> </tr> <tr> <td>5</td> <td>55</td> <td>53</td> </tr> <tr> <td>6</td> <td>78</td> <td>78</td> </tr> </tbody> </table> <p>Maths – Age Related</p> <table border="1" data-bbox="1861 815 2107 1015"> <thead> <tr> <th>Year</th> <th>Aut</th> <th>Feb</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>59</td> <td>68</td> </tr> <tr> <td>2</td> <td>71</td> <td>75</td> </tr> <tr> <td>3</td> <td>57</td> <td>62</td> </tr> <tr> <td>4</td> <td>76</td> <td>77</td> </tr> <tr> <td>5</td> <td>68</td> <td>61</td> </tr> <tr> <td>6</td> <td>73</td> <td>82</td> </tr> </tbody> </table> <p>The outcomes and effectiveness of the small intervention groups have been monitored and the PP Review days allow the support to be adapted to ensure it is bespoke to the small groups. Training sessions for support staff leading groups have supported their understanding of how best to support in different areas and up skilled them.</p>	Year	Aut	Feb	1	45	55	2	71	75	3	61	62	4	66	72	5	55	53	6	78	78	Year	Aut	Feb	1	59	68	2	71	75	3	57	62	4	76	77	5	68	61	6	73	82
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<p><i>To improve vocabulary development, phonological awareness to support Reading</i></p>	<p><b>Lexonik</b> This is a fast paced, evidence-based reading intervention for KS2 pupils.</p> <ol style="list-style-type: none"> <li>1. Training for staff</li> <li>2. Regular Lexonik sessions</li> </ol> <p>£300</p>	<p>Research into Lexonik's programme was carried out by Northumbria University. The research confirmed a 27-month average reading age gain across all abilities, after 6 hours of students engaging with the Lexonik programme. Lexonik's approaches also supports the EEF's 'Improving Literacy in Key Stage 2' (2018). In this report the explicit teaching of morphemes (prefixes, suffixes and root words) is identified as an evidence-based approach that develops pupils' language capability to support their reading and writing.</p>	<p>Short term intervention monitored after 6 weeks</p>	<p>L.McCusker (Lexonik Lead)</p>	<p>In Year 5, 3 groups have completed programme. The average gains from this is an impressive 25 month gain in Reading age. It is unclear if this programme has an impact on pupil attainment at age related expectations as we were unable to see progress between the terms, however if they have received the basic skills from the Lexonik sessions they may have continued to improve further had the school not been closed due to COVID-19</p> <p>We will review this programme at the renewal period to see if we will continue to utilise based on the progress and impact.</p>
<p><i>To provide individual support in Phonics to prepare them for the end of year assessments and ensure they meet end of year expectations.</i></p>	<p><b>Small group Phonic (Year 1/2)</b></p> <ol style="list-style-type: none"> <li>1. Data analysis will identify key pupils for smaller group Phonics sessions</li> </ol> <p>£1,000</p>	<p>PP pupils do not achieve as well as other pupils in the Year 1 Phonics Screening Check. This support will diminish the difference</p>	<p>Regular screening checks prior to Summer term to support identification of pupils</p> <p>Analysis of screening checks to identify key gaps in learning</p>	<p>S. Champney (PP Lead)</p> <p>J. Seymour (EYFS/Year 1 Lead)</p>	<p>This did not take place due to COVID-19</p>
<p><i>To provide targeted support to pupils, identifying misconceptions and filling any gaps in their learning.</i></p>	<p><b>1:1/Small group tuition</b></p> <ol style="list-style-type: none"> <li>1. 1:1/small group tutoring in additional to the academic curriculum</li> </ol>	<p>The school invested in 1:1 tuition for Years 2 and 6 in previous years and this proved successful in preparing pupils for the end of KS tests and improving their knowledge and understanding including self confidence</p>	<p>Identify local tutors who have proven records of raising attainment and a good knowledge of KS1 &amp; KS2 curriculum</p>	<p>S. Champney (PP Lead)</p> <p>Phase Leaders</p>	<p>Year 6 tuition began in Feb 2020 – this was cut short due to COVID 19</p> <p>The pupils who had attended has responded well to the</p>

<p><i>To provide individual support in Reading and Maths to children to prepare them for the end of year assessments and ensure they meet age related expectations.</i></p>	<ul style="list-style-type: none"> <li>• Year 5 – Reading and Maths</li> <li>• Year 6 – Reading</li> <li>• Year 3 – Maths</li> <li>• Year 2 - Reading</li> </ul> <p style="text-align: center;">£8,000</p>		<p>Data analysis will identify key pupils who will benefit from additional support</p> <p>Phase Leaders to identify pupils and their individual needs</p> <p>10 sessions to be provided in focus area dependent on need</p>		<p>few sessions they attended and were engaged in the sessions.</p> <p>We will be utilising the Government Catch Up premium finding to ensure that this tuition can continue for more of the disadvantaged pupils</p>
<p><i>To help prepare pupils for deep engagement and response to texts in an engaging way To further develop reading for pleasure, immersing children in quality, demanding and varied books</i></p>	<p><b>Reading Gladiators</b> Reading Gladiators challenges are annual school-based reading programmes designed to challenge and motivate readers who are reading, or have the potential to read, at greater depth in the year 2 and year 4</p> <p style="text-align: center;">£2,500</p>	<p>Felsted Primary School – Essex: <i>‘Both last year and this year it has had a big impact on the children’s reading ages. We are a reading school anyway with special assemblies for reading champions, rewards and incentives but this has increased the reading ages of the Gladiators beyond the good growth we already experience.’</i></p>	<p>Reading Progress in children involved in the project</p> <p>Continue to instil a love of reading</p>	<p>S. Champney</p> <p>K. Worden</p>	<p>This did not take place due to COVID-19</p>
<p><i>To clearly monitor and track progress in Maths from individual starting points</i></p>	<p><b>STAR Maths Interventions</b> <b>1. Year 3</b></p> <p style="text-align: center;">£300</p>	<p>STAR Maths Assessment will continue to validate our assessment of pupils as well as provide us with targets to set for individuals.</p>	<p>Half termly assessments</p> <p>Clear identification of areas to develop for individual pupils</p>	<p>S. Champney</p>	<p>A Year 3 maths intervention utilising STAR Maths as a means of assessment and identification of need showed that 90% of the children in a small group increased their average Standardised score from 98 to 110.</p> <p>This will be rolled out to all year groups in the new academic year to support with assessment for COVID catch up</p>

<b>Total budgeted cost</b>	<b>£162,900</b>
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<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</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>
<p><i>To ensure all staff have a clear understanding of the Pupil Premium Grant and the needs within their classes.</i></p> <p><i>To track and monitor progress and attainment of PP children across the school.</i></p> <p><i>To ensure strategy report is completed and funding is allocated and spent effectively to ensure progress.</i></p>	<p><b>Pupil Premium Strategy</b></p> <ol style="list-style-type: none"> <li>1. Pupil Premium Review Days to ensure that early identification for pupils supports their learning and progress</li> <li>2. Phase Leaders dedicated time to analyse and interpret assessment data and plan actions based on the outcomes</li> <li>3. Dedicated Pupil Premium Co-ordinator to oversee the strategy report and review spend and impact.</li> <li>4. Academy Committee have a dedicated PP link and are proactive in ensuring development and</li> </ol>	<p>We believe the importance of face to face discussions with class teachers regarding the individual needs of PP pupils along with the data analysis. Class teachers are best placed to identify the needs early on in the academic year and can implement immediate interventions in class to support pupils.</p> <p>Class teachers completing the PP grids termly ensures they have a clear understanding of the individual needs of their PP pupils and they can therefore be supported further in line with their changing strengths and development areas</p> <p>Academy Committee members have an accurate understanding of the quality of provision and outcomes of pp pupils</p> <p>Academy Committee members hold leaders to account and challenge underperformance regarding provision and progress of pp pupils</p>	<p>PP lead will provide regular reviews to HT and AC on the funding allocation and strategy report</p> <p>PP Lead to attend any relevant updates and training based on the PP funding</p> <p>Staff training to keep abreast of new information</p> <p>Class teacher will complete PP class grids which in turn support the interventions needed</p>	S.Champney (PP Lead)	<p>Pupil Premium Review days took place in the Autumn term and virtually in the Spring term. This ensured that class teachers have a continued focus on how best to support their pupils and what additional interventions are needed to ensure they meet their full potential. This is vital information for new class teachers due to the disrupted transitions due to COVID 19. It will provide the class teachers areas of strength and development from September.</p>

	<p>progress of disadvantaged pupils</p> <p>£33,000</p>				
<p><i>To promote excellent attendance and reduce levels of absence for PP children.</i></p>	<p><b>Attendance Officer</b></p> <ol style="list-style-type: none"> <li>Attendance officer will work with children and families to promote high levels of attendance.</li> <li>To provide targeted support to improve attendance with families where there are barriers</li> <li>Provide an incentive scheme for improving attendance</li> <li>HERO School attendance week promoting attendance and the importance of attendance at school</li> <li>Share importance of attendance with parents through meetings, leaflets and signposting</li> </ol> <p>£14,500</p>	<p>Pupil Premium attendance was lower when compared to non-PP pupils. In order to continue to raise the attendance of PP pupils for 2019-20, the Attendance officer will to work closely with targeted families on bespoke packages.</p> <p>Ofsted 2019 identified the positive work and high expectations already in place to improve attendance</p> <p>'to continue to work with the minority of parents whose children miss school regularly so that parents understand the link between exemplary attendance and academic achievement' Ofsted 2019</p>	<p>Regular meetings with the Headteacher to identify trends and patterns</p> <p>Regular meetings with PP lead to discuss attendance and next steps</p> <p>Weekly attendance reports</p> <p>Weekly attendance certificates</p> <p>To provide termly reports</p> <p>Displays in and around the school</p> <p>Attendance action plan developed</p>	<p>S. Champney (PP Lead)</p> <p>B. Davis (Attendance Officer)</p>	<p>Attendance Week planned but not carried out due to Covid-19 pandemic.</p> <p>Attendance Officer follows up all cases of concern.</p> <p>Attendance concerns reported directly to attendance officer and discussed in fortnightly Phase Meetings.</p> <p>Pupils eligible to attend school during Covid-19 pandemic contacted by Attendance Officer and Assistant Head Teachers to discuss and encourage return to school</p> <p>% Attendance – we are pleased with the progress we had started to see in our attendance dad for the first half of the year in comparison to the previous year. We have improved the level of pupils attending school on a regular basis and this would have increased even further without the COVID</p>

					<p>pandemic</p> <table border="1"> <thead> <tr> <th></th> <th>Feb 19</th> <th>Feb 20</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>93.2%</td> <td>95%</td> </tr> <tr> <td>PP</td> <td>91.9%</td> <td>93.8%</td> </tr> <tr> <td>Non PP</td> <td>94.4%</td> <td>96.1%</td> </tr> </tbody> </table>		Feb 19	Feb 20	All	93.2%	95%	PP	91.9%	93.8%	Non PP	94.4%	96.1%
	Feb 19	Feb 20															
All	93.2%	95%															
PP	91.9%	93.8%															
Non PP	94.4%	96.1%															
<p><i>To identify early on pupils at risk of underachievement. To mentor/coach pupils equipping them with skills/strategies enabling them to access learning and experience success.</i></p>	<p><b>Learning Mentors</b></p> <ol style="list-style-type: none"> <li>1. Provide small group sessions based on individuals needs e.g. friendship</li> <li>2. To identify and remove barriers to learning</li> <li>3. To support key children and their families in their daily learning activities</li> </ol> <p>£30,600</p>	<p>The importance of a strong pastoral team to support our pupils is key to understanding the barriers our children face in their learning.</p> <p>Our team play a crucial role in engaging learners as well as supporting and developing relationships with the families within our school</p>	<p>Termly impact reports created and shared with PP Lead</p> <p>Referrals made via class teachers</p> <p>Early identification and support provided</p>	<p>S. Champney (PP Lead)</p>	<p>Our team of Learning Mentors have a wide variety of skills and are trained in a range of programmes including Lego Therapy, Social Skills and Bereavement Counselling</p> <p>Our Learning Mentors have worked with over 150 pupils this academic year as well as providing invaluable support to families and staff.</p> <p>The Learning Mentors ensure that they support pupils in removing barriers to learning, this was particularly prevalent during the school closure period in supporting the vulnerable pupils who returned to school. They were able to ensure these children felt safe and secure in school and in the SECAT Hub which was a different location.</p> <p>The team work with children to develop their resilience and attitudes towards learning which is vital to ensure their behaviour doesn't impact on their learning and their academic achievements over time can continue to progress.</p>												

<p><i>To provide pastoral support for families and children in a range of ways e.g. clothing, school equipment and resources, parenting sessions.</i></p>	<p><b>Pastoral Provision</b></p> <ol style="list-style-type: none"> <li>1. Extended schools club subsidy to promote punctuality and ensure pupils receive healthy meals</li> <li>2. School Uniform provision</li> <li>3. Family Support worker employed to provide advice and guidance for families in need</li> </ol> <p style="text-align: center;">£20,500</p>	<p>EEF research evidence Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline</p> <p>This funding will continue to support our pupils in a range of ways and contribute to developing the 'whole' child including:</p> <ul style="list-style-type: none"> <li>• breakfast club / after school club for vulnerable children;</li> <li>• supporting the cost of educational visits for families unable to make a contribution;</li> <li>• uniform for individuals to enable them to feel part of the school community;</li> <li>• activities in and outside of school here appropriate</li> </ul>	<p>Pupils attend school with a good healthy breakfast to start their day</p> <p>Increased focus and concentration in learning due to healthy meals</p> <p>Increased confidence in pupil's appearance</p> <p>Increased engagement from hard to reach parents</p>	<p>S. Champney (PP Lead)</p>	<p>We have been working with a local charity to provide uniform packs to children and families when required, we also have a stock on uniform in school to ensure pupils can feel part of our community when they attend school.</p> <p>Throughout the year we have provided subsidised places at our Little Pirates extended schools provision. This has supported families in need of childcare to attend external appointments, ensure children start the day with a healthy breakfast as well as supporting the social and emotional needs of pupils who may need a calming start to the day or develop friendships in a small group situation.</p> <p>We appointed a new Pupil Welfare Officer in February. This role ensures that we can continue to further develop the positive links made with parents in the new academic year to include regular sessions for support with nutrition, health, work, education and develop further links</p>
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					<p>with external agencies and the community.</p> <p>During the school closure period the Pupil Welfare Officer made at least weekly call home to families to offer support and guidance for a range of issues including financial, external agency referrals and academic work. This was vital in supporting our families during an unprecedented time to make sure that they were all able to keep themselves healthy and safe.</p>
<p><i>To provide parents and children with a range of opportunities supporting the school curriculum including visitors, trips and workshops</i></p>	<p><b>Curriculum Enrichment</b></p> <ol style="list-style-type: none"> <li>1. Foundation subject enrichment sessions after school including top tips and activities to support the subject at home</li> <li>2. Enhanced Healthy School's Award project participation</li> <li>3. Subsidy of trips</li> <li>4. Visitors and additional curriculum events to motivate, enhance and engage learning</li> </ol> <p style="text-align: center;">£2,000</p>	<p>Many children from disadvantaged backgrounds may be unable to access enrichment activities, such as extra-curricular clubs, music lessons and educational visits.</p> <p>Education.gov.uk research has shown that curriculum extension has positive relationships with a range of outcomes, such as self-esteem, confidence, motivation and academic performance. Curriculum enrichment activities are associated with positive personal and social outcomes and there is some evidence of a positive association with academic achievement.</p> <p>We strive to provide our pupils a variety of curriculum enrichment opportunities throughout the year.</p> <p>We are aware of the balance of the</p>	<p>Foundation Subjects after school family sessions led by subject leads</p> <p>Working towards and achieving Enhanced Healthy School status can help schools:</p> <ul style="list-style-type: none"> <li>• identify and address local health priorities</li> <li>• ensure that health and wellbeing are key areas of school improvement</li> <li>• prioritise the most disadvantaged children and young people</li> <li>• support schools to encourage children and young people to embrace healthier behaviour</li> <li>• build on the success of Healthy Schools</li> </ul>	<p>S. Champney (PP Lead)</p> <p>Subject Leaders</p>	<p>PP teachers have held termly curriculum-based workshops. Following parental feedback from the previous sessions we reorganised these to ensure they were child-led to allow parents to work with their children, with the support of a teacher, on curriculum-based activities that can be completed at home. These workshops have become well attended and the feedback from parents has been overwhelmingly positive from parents/carers.</p> <p>The school has been working towards the</p>

		<p>curriculum to ensure sufficient enhancement is placed on the foundation subjects which is why our family sessions will have a foundation subject focus.</p> <p>Enhanced Healthy Schools can help schools take specific health needs and deliver an effective, evidence-based piece of work, making a real, measurable difference to the health and the wellbeing of children and young people</p>	<ul style="list-style-type: none"> <li>• identify and tackle key health priorities</li> <li>• work closely with parents, carers and the wider community to bring about healthier behaviours</li> </ul>	<p>Enhanced Healthy School Award by increasing awareness of Mental health and Wellbeing. Many opportunities for children and staff were planned for the Spring and Summer term which were cancelled due to COVID 19. These included Sleep training, Yoga for children and Healthy lifestyle sessions. The final documentation and assessment for this award has been postponed until March 2021 due to COVID.</p> <p>The school had planned many external visitors for the children in the Spring and Summer terms, however due to COVID 19 these were not possible. We have managed to postpone some Author visits, sports events and active life visitors until the Government guidelines allow.</p> <p>Online and remote learning has been developed in the Spring and Summer terms to ensure the pupils have access to a range of activities for them to complete in a range of</p>
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					<p>subject areas</p> <p>The Leadership team have ensured that pupils who have returned to school have been provided with a high-quality creative curriculum.</p> <p>A specialist team of teachers ensure the pupils who are staying at home during the Covid-19 pandemic are provided with activities to complete linked to a creative curriculum. Bespoke phonics sessions available on Tapestry for home learning.</p>
<p><i>To provide enrichment opportunities for children to develop media</i></p>	<p><b>Media</b></p> <ol style="list-style-type: none"> <li>1. Development of media resources across the school</li> <li>2. Small group media lessons focused on Reading and Writing</li> <li>3. Staff training to embed the use of media to support the curriculum</li> </ol> <p>£14,800</p>	<p>EEF research evidence suggests that the impact of collaborative approaches on learning is consistently positive. Effective collaborative learning requires much more than just sitting pupils together and asking them to work together; structured approaches with well-designed tasks lead to the greatest learning gains.</p> <p>The Centre for Media Literacy states that using media to support the curriculum 'engages students. . . bringing the world of media into the classroom connects learning with "real life" and validates their media culture as a rich environment for learning.'</p>	<p>Pupil voice</p> <p>Pupil engagement</p> <p>Increased creative writing opportunities</p>	<p>S. Champney (PP Lead)</p> <p>D.Jackson Mayo (Music/Media Instructor)</p>	<p>This year, we have purchased media equipment and software to allow us to produce good quality, new ways of sharing our work. With the use of video cameras and a green screen, we have been able to have lots of filming with different classes across the school which have mainly been used in their class assemblies. We have put children on the moon, on a paradise island and even into 'I'm A Celebrity, Get Me Out Of Here!' To further support their English, we also use this equipment to bring their English to life and their writing off</p>

					<p>the page. For example, in Year 3, they looked at instructional writing and a step-by-step guide of how to make a sandwich. From this, we filmed a short cookery show where they could share what they had learnt.</p> <p>We have increased our musical instrument capacity including Glockenspiels, which makes instrumentation for all classes more effective. We purchase instruments which work in conjunction with Charanga, the educational music programme we use in classes. The children really enjoy working with these as they are simple to use, yet incredibly effective when learning a piece of music.</p> <p>We are proud of the additional curriculum enhancements we provide our children; they thrive on a variety of different learning experiences including the use of digital technology to enhance learning.</p> <p>We have planned to continue to develop his even further in the new</p>
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					academic year.
<i>To provide parents with a variety of informative workshops which enable them to support their children's learning at home.</i>	<p><b>Parental Engagement</b></p> <ol style="list-style-type: none"> <li>1. Family workshops specific to the needs of individual year groups providing parents' information to support home learning.</li> <li>2. You Tube Channel for families</li> </ol> <p><b>£500</b></p>	<p>EEF research evidence suggests parental and community involvement programmes are often associated with reported improvements in school ethos or discipline</p> <p>Harris and Goodall (DfE Research) concluded that parental engagement is a powerful lever for raising achievement in schools. Where parents and teachers work together to improve learning, the gains in achievement are significant.</p>	<p>Data analysis to identify key areas of support needed. From this the organisation of Family Learning sessions (whole school) led by PP teachers 1 per term</p> <p>PP teachers available at parents evening sessions</p> <p>Parent feedback forms from workshops and family sessions</p>	<p>S. Champney (PP Lead)</p> <p>PP teachers</p>	<p>Parent workshops took place in the Autumn term to develop parental engagement – these included Reading, Maths, Phonics sessions for parents. Attendance at these sessions was not as large as we had anticipated however the feedback from those who attended was positive and they found the information shared useful to support their children's learning at home.</p> <p>We set up a dedicated email address to ensure communication stayed open between parents and school and were able to offer advice and support for families who contacted us</p> <p>We utilised a YouTube channel during the school closure periods to ensure we were providing a range of home learning activities for our pupils to join in with. This included a range of videos by staff ranging from art work, to calligraphy to dance and weekly challenges,</p>
<i>To raise aspirations in pupils by exposing them to new opportunities and experiences to</i>	<p><b>Aspirations Yr 5</b></p> <ol style="list-style-type: none"> <li>1. Visit to a higher education establishment Yr 5.</li> </ol>	<p>Pupils will be encouraged to consider their next steps in their educational journey. Aspirations will be raised, and pupils will find out that there are a variety of further education opportunities</p>	<p>Follow up activities will provide impact of pupil's aspirations</p> <p>Develop community links with</p>	<p>S. Champney (PP Lead)</p>	<p>A trip to Chelmsford to Anglia Ruskin University in the Spring term enabled 30 children (in year 6) to experience</p>

<p><i>continue educational journey and develop their self-esteem and self-belief</i></p>	<ol style="list-style-type: none"> <li>2. Aspirations day/week</li> <li>3. Links with SHS for Year 3 and 4 developed</li> <li>4. Participation in SHSB project for 11+ £1,500</li> </ol>	<p>open to everyone, including a range of career pathways.</p>	<p>local universities and colleges and secondary schools</p> <p>Pupils taking the 11+</p>	<p>university for a day. Many of the children had no familial experience of university or any other higher education. This was a well led and resourced visit in which the children were encouraged to explore the opportunities and experiences that university can offer. The remainder of this aspirations project was unable to be completed due to the COVID pandemic.</p> <p>A group of selected year 4 children participated in a fortnightly group session with staff from SHSB aimed at developing skills needed for successfully taking the 11+. These sessions encouraged development of group work dynamics to produce projects and presentations. Pupils engaged in furthering their knowledge of the world and subjects such as democracy and sustainability. As the EEF recognises developing pupil's language capability as the key to improving their reading and writing these activities provided purposeful speaking and</p>
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					<p>listening opportunities to support the development of pupils' language capability and provide a foundation for thinking and communication; extending their expressive and receptive vocabulary.</p> <p>The Aspirations week were planned for the Summer term and therefore did not take place due to COVID</p>
<p><i>To provide pupils with a range of experiences to build their character, resilience and confidence to empower them to "be their best".</i></p>	<p>1. Prince William Award Programme</p> <p>Intervention - £3,400 Full programme - £6,900 (2hrs per week)</p> <p>£7,000</p>	<p>Through the implementation of a specialist curriculum programme which has wellbeing at its core and promotes positive mental and physical health. This programme adapts to the ever-changing needs of children and young people and the educational landscape. By drawing upon best practice in character and resilience education to support high quality teaching and learning. – PWA 2018</p>	<p>Prince William Award – targeted pupils in Year 3 or 4 1 session per week</p>	<p>S. Champney (PP Lead)</p>	<p>This did not take place due to COVID-19</p>
<b>Total budgeted cost</b>					£124,400
<b>Total Allocated Spend</b>					£330,600