

# Ellwood Primary School

## Review Pupil Premium 2020-2021

**July 2021** - please note there is no national data this year and Covid has had an impact on the delivery of provision and the pupil's attendance in school.

In April 2011 the Government introduced the Pupil Premium Grant. This additional grant funding is allocated to pupils who are "Looked after" by the Local Authority, those who have been eligible for Free School Meals, at any point in the last six years and for children whose parents are currently serving in the armed forces.

The amount of premium granted is £1345 per pupil.

From April 2014, children who are 'looked after' attract a higher rate of funding than children from low-income families - the 'Pupil Premium Plus', which is £2345 per pupil. This is to reflect the possible unique challenges faced by 'looked after' pupils. They could struggle to make progress and attain their full potential due to changes in their home life and emotional upset and could fall behind academically, at both primary and secondary level.

Pupils who have parents in the armed forces are supported through the Service Child Premium which is £310 per pupil.

The Pupil Premium Grant is seen by the government as the best way to address the current underlying inequalities between children from more deprived backgrounds and their wealthier peers, to ensure that they do not fall behind and keep up with peers academically.

The Pupil Premium is easily identifiable in the school budget. Schools and staff are the best people to decide and know how to spend the money to ensure it reaches the children who need it most and how it can be spent to give these pupils experiences, opportunities and additional support to ensure they reach their full potential.

The ultimate goal is to ensure that pupil premium children make as much progress as non-pupil premium and attain in line with non-pupil premium. We believe that all children deserve the best possible education. We have high expectations for all of our pupils. We aim for our children to leave our school with the knowledge, skills, understanding, resilience and attitudes which help to develop a love of learning.

### Funding received for Pupil Premium Pupils

Using Data to understand your attainment gaps	
Year	Funding
2017/18	£31,260
2018/19	£27,000
2019/20	£25,340
2020/21	£38,200

### Pupil Premium Students

#### Current PP Characteristics

Date	% of pupils on roll
2017/18	19%
2018/19	19%
2019/20	19%
2020/21 (not including new intake Sept 2020)	18%

### Characteristics of our Pupil Premium

**September 2020 (current roll – 145)**

### Children

Year Group Current	No. PP	PP %	Boy/Girl		Number who are SEN	Number who are PP+
R	Not known yet					
1 20	2	10%	2		1	
2 20	6	30%		6	1	1
3 21	4	19%	2	2	1	1
4 20	2	10%		2		
5 22	4	18%	3	1	3	
6 20	7	35%	4	3	3	

### **Potential Barriers to learning - which may impact on some of our pupil premium.**

Pupils in receipt of funding pupils who attend Ellwood School come from a wide and varied background. Many live in and around the local area, while others travel a little further to attend the school. The range of needs the children have may vary in needs of learning but also socially and emotionally. Some children may have barriers that could impact on their learning, progress and attainment.

- ☐ Identified SEND need
- ☐ Low attendance/persistent absence
- ☐ SEMH needs (social, emotional, mental health needs) of pupils and their families
- ☐ Insufficient sleep
- ☐ Physical health needs of pupil or parent/family member's health needs
- ☐ Low self-esteem/lack of resilience
- ☐ Parents needing support to help with routines at home and children's academic work
- ☐ Emotional and attachment related difficulties
- ☐ Lack of independence
- ☐ Gross and fine motor control difficulties
- ☐ Concentration needs
- ☐ Speech and language needs
- ☐ Social needs - getting on with other children/friendships
- ☐ Lack of opportunities to play games/outside learning/trips/events/holidays
- ☐ Specific learning needs e.g. reading, writing, maths
- ☐ Social Rural Deprivation (being unable to access activities and opportunities which inner city children may be able to participate in).
- ☐ Low income - financial restraints and restrictions due to low income leading to missed opportunities due to not being able to afford or access additional enriching opportunities offered by the school and other local agencies.
- ☐ Unable to access outside agencies and professionals due to rural location and transport
- ☐ Lateness - difficulty in being on time in the mornings and due to transport, location, lack of routines, childcare arrangements, separated families and poor attendance due to parental difficulties and circumstances and attitudes to school.
- ☐ Looked after children and adopted children - leading to children being unsettled
- ☐ Family separation or break up

At Ellwood School, all pupils are supported regardless of race, gender, ability, personal or home circumstances. All our children are supported and nurtured as individuals. We believe, reinforced by research, Quality First Teaching (QFT) in every class is vital for good progress and attainment as does research. We pride ourselves on ensuring that all our teachers are trained well and teach appropriate lessons, matched to pupil needs. Teaching and learning across the school is monitored closely by the Head teacher, Deputy Head teacher, Subject Leaders and external professionals. Along with striving to provide the best education possible on a day to day basis, we supplement this teaching, when needed, with timely interventions, planned to the needs of groups and individual children. These interventions are planned and delivered by teachers, HLTAs and TAs. Senior leaders and Governors monitor the pupil premium strategy, expenditure, interventions and impact to ensure good value for money.

### **Aims of Pupil Premium Spending**

Our main aim is to remove any barriers to children's development whether learning, academic, social or emotional.

We aim to do this through a wide range of intervention and support and providing:

- ☐ A rich broad, balanced, relevant and in depth curriculum
- ☐ Love of learning
- ☐ Enjoyment of school
- ☐ Encouraging and developing resilience
- ☐ Social opportunities for children and families
- ☐ Opportunities for parental engagement within school
- ☐ Nurture and support pupils and their families
- ☐ New experiences and opportunities for our children
- ☐ Outdoor learning
- ☐ Visits/visitors
- ☐ Challenging all pupils
- ☐ Good quality first teaching and learning
- ☐ Good quality teachers
- ☐ Stimulating learning opportunities
- ☐ Love of reading, writing and maths

Additional morning teachers to support learning, particularly the core subjects

- Additional TAs to support target intervention
- Access to interventions and
- Early help support
- Access to a FSW
- Signposting to relevant outside agencies and professionals
- Good quality learning materials and resources
- Good subject leadership

### **Objectives of our Pupil Premium Spending**

#### **High quality first teaching**

We focus a high percentage of our spending on developing our staff, at all levels, to support and develop their teaching, which in turns leads to better outcomes for our pupils. Research has shown that if day to day teaching is of a high quality and good standard, all children will flourish. We send our staff on good quality CPD training, visits to other settings and build close supportive partnerships with other schools and professionals. TAs are deployed effectively across the school to support and enhance learning. Pupil Progress discussions are held every half term with the class teacher and Head teacher, to ensure all children are making good progress and attaining well. More formal meetings are held every term. Where pupils are not making the expected progress, intervention and targeted support is put in place. Subject leaders are proactive in leading their subjects. We currently employ 2 additional morning teachers. This enables year R to yr. 6 to be taught discretely in the mornings for reading, writing and maths. We try to use relevant research to help us to plan our provisions.

Years 1 -6 pupils have regular 1:1 mentoring (target time) sessions with their class teacher to look at targets, feedback and progress. This is proving to be very successful and is supported by rational research. The EEF research is a useful resource.

#### **Interventions and Targeted Support**

All of our Pupil Premium children are included on a class Pupil Premium provision map, which clearly shows the additional support, opportunities and targeted intervention they are receiving. The pupils are set targets or outcomes and these are reviewed regularly and progress monitored carefully. These interventions could be delivered by either a Teacher, TA or HLTA, depending on the needs of the pupils. The impact of this work is monitored regularly. Interventions may include: phonics booster, talk boost, handwriting, fine and gross motor control activities, social skills, writing, maths

challenges, clubs, language groups, reading and maths support to name but a few. We strive to use interventions that we have found proven to work or have a good evidence base e.g. researched by EEF (Education Endowment Fund). Intervention impact is monitored closely and impact judged.

### **Well Being**

We recognise and understand the importance of well-being for all members of our school community, pupils, parents and staff. Well-being for all is at the heart of our school. This includes mental health, social aspects and physical health. We provide numerous activities that develop physical well-being along with social, emotional, mental health support. We have a Family Support Worker (FSW) who supports children and their families. All children have access to our FSW if they request it or if other staff members or their parents feel it is appropriate. These include things such as: parent drop ins, 1:1 pupil time, social skills groups, Lego therapy, time to talk and more recently ELSA. We also signpost parents and utilise other professionals such as ATS, EP, Toucan Play Therapy, TIC.

### **Curriculum and Enrichment**

We pride ourselves on ensuring our children receive a well-balanced, rounded education. Our curriculum provides experiential learning opportunities, usually linked to our themes or topics. We plan opportunities to give children new opportunities that they may not have experienced before e.g. singing trips, museum trips, religious places of worship, historical places, theatre trips, residential and outdoor pursuits to name a few. We also encourage children to attend after school clubs such as: chess, multi-sports, gymnastics, gardening, textiles, gymnastics, football, golf, drama, choir and dance. We also enter sporting and other competitions such as: football, swimming, gymnastics, poetry competitions, spelling competitions, holiday clubs, young voices. Some of these activities are subsidised by the pupil premium funding.

### **Community and Families**

We value working in partnership with the local community. We are members of the Coleford Twinning Organisation and write to pupils in our French Twinning town school. We attend events such as: singing at local charity events, country dance festival, local hospice and elderly people's homes and make displays for local organisations. Our FSW, SENCO and HT signpost families for additional support if needed. We work in partnership with parents through regular day to day contact, parent consultations, shared conversations, assessment meetings, phonic meetings and workshops, parents in school weeks, surveys and discussions. Pupil premium children are closely monitored by HT, Subject leaders and class teacher. The pupil's needs are discussed in detail with parents in parent's evening or shared conversations.

**Pupil Premium provision and impact – September 2019 (2018-2019 data)**

**No national data available for 19/20/21**

**Where are we now?**

<b>EYFS GDS</b>	<b><u>Pupil Premium GLD</u></b>	<b><u>Non Pupil Premium</u></b>	<b><u>Total</u></b>
	100%	68.75%	75%

<b>Yr. 1 Phonics Screening – reaching the standard</b>	<b><u>Pupil Premium GLD</u></b>	<b><u>Non Pupil Premium</u></b>	<b><u>Total</u></b>
	100%	65%	73%

**KS 1 – SATS**

(2 pupils in receipt of PP)

<b>Expected standard</b>	<b>Pupil Premium Pupils who reached expected standard (2 pupils)</b>	<b>Non Pupil Premium Pupils who reached expected (18 pupils)</b>	<b>Overall</b>
<b>Reading</b>	100%	89%	90%
<b>Writing</b>	50%	83%	80%
<b>Maths</b>	50%	89%	80%

**KS 1 – SATS**

(2 pupils in receipt of PP)

<b>Exceeding</b>	<b>Pupil Premium Pupils who reached exceeding standard (2 pupils)</b>	<b>Non Pupil Premium Pupils who reached exceeding (18 pupils)</b>	<b>Overall</b>
<b>Reading</b>	0%	33%	30%

<b>Writing</b>	0%	17%	15%
<b>Maths</b>	0%	28%	25%

## KS 2 - SATS

5 pupils were in receipt of pupil premium funding.

No national data available for 19/20/21

	<b>Pupil Premium Pupils who reached expected Standard (5 pupil)</b>	<b>Non Pupil Premium Pupils who reached expected (10 pupils)</b>	<b>Overall</b>
<b>Reading</b>	80%	90%	87%
<b>Writing</b>	60%	90%	80%
<b>Maths</b>	40%	100%	80%
<b>SPAG</b>	80%	80%	80%
<b>Combined</b>	40%	90%	73%
<b>Average Scaled score - reading</b>	tbc	tbc	105
<b>Progress score - reading</b>	tbc	tbc	-0.8
<b>Average scaled score - writing</b>	tbc	tbc	104
<b>Progress score - writing</b>	tbc	tbc	-0.1
<b>Average scaled score - maths</b>	tbc	tbc	105
<b>Progress score maths</b>	tbc	tbc	-0.8

<b>Exceeding the standard</b>	<b>Pupil Premium Pupils who reached exceeding Standard (5 pupil)</b>	<b>Non Pupil Premium Pupils who exceeding expected (10 pupils)</b>	<b>Overall</b>
<b>Reading</b>	40%	10%	20%
<b>Writing</b>	20%	20%	20%
<b>Maths</b>	0%	30%	20%
<b>SPAG</b>	40%	40%	40%
<b>Combined</b>	0%	0%	0%



Issues that the data raises: barriers to future attainment		
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	To improve Spoken Language, communication skills and vocabulary skills of our pupils, which can impact on the children’s attainment and progress, particularly at the end of KS 2 in reading and writing.	
B.	A number of pupils who are in receipt of Pupil Premium pupils also have an SEND need which can be a barrier to their learning, progress and attainment - 17%	
C.	We need to increase the number of pupils achieving the higher standards, particularly in maths by the end of KS2 , leading to improved outcomes for combined in exceeding (based on 2019 data)	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D	Attendance 2018-2019 Attendance 93.7% Non PP Attendance 96.3% Attendance 2019- Sept to 2020 March -	
E	Some of our pupils may have limited access to resources, events, experiences and opportunities at home or outside of school, which can hinder experiences, outcomes and aspirations.	
F	Some our pupils have experiences at home and have other circumstances which may impact on their SEMH needs and well-being, which in turn may prevent them from making progress and attaining their full potential	
G	Resilience and mind-set – some of children need support to develop this	
Desired outcomes for 2020-2021 <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Improve pupil's communication, language, vocabulary, phonics and literacy in the early years and vocabulary throughout the school.	Continued improvement from the children’s baseline and improved GLD. Phonics score meets National. Children using and applying new vocabulary in their writing and increased comprehension and understanding of vocabulary when reading.
B.	PP pupils make good progress and additional targeted support for pupils; particularly SEND pupils reduce any gaps in their learning.	Gaps continue to reduce at end of each year group and particularly expected and exceeding the standard at KS 1 and KS 2.

<b>C.</b>	Improved attainment and progress for Greater depth, especially in maths	Raised % of PP pupils achieving Greater Depth in reading, writing and particularly Maths.
<b>D.</b>	Attendance of PP children increases so pupils are in school, taking full advantage of the education on offer.	Continue to reduce the number of persistent absentees among PP pupils. Attendance gaps have narrowed for PP pupils with SEND needs. PP children's attendance in line with non PP peers at National Expectations of at least 96%.
<b>E.</b>	Ensure that PP pupil's children have their Social, Emotional and Mental Health needs addressed in school which helps them make progress with their learning. Pupil's needs are supported by all staff but particularly Sends and FSW.	Barriers to learning identified for PP pupils and strategies put in place to support identified needs and ensuring the pupils attainment and progress improves. Families are supported both emotionally and with practical parenting advice so that pupils are able to learn effectively.
<b>F.</b>	PP pupils are provided with additional opportunities through the school community to enable them to have a variety of experiences e.g. clubs/trips/visitors/raised aspirations	PP pupils attend clubs, trips, drumming lessons.

## 2. Using Evidence for Pupil Premium in 2020-2021

The headings below allow you to demonstrate how you are using PP to improve classroom teaching, provide targeted support and improve whole school strategies.

### i. Quality of classroom teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? What does the evidence say you need to pay attention to?

<p>A Spoken Language, communication skills and vocabulary skills, which can impact on the children's attainment and progress, particularly at the end of KS 2 in reading and writing.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Discrete year group teaching in the morning</li> <li><input type="checkbox"/> Talk boost being delivered in EYFS</li> <li><input type="checkbox"/> High quality interactions. Spoken language and verbal interaction to extend vocabulary and develop the range of early literacy skills.</li> <li><input type="checkbox"/> Provide multiple opportunities to hear and use new vocabulary. New word a day – flip charts</li> <li><input type="checkbox"/> Quality texts in classes and used for English lessons</li> <li><input type="checkbox"/> Emphasis on 'supporting learning in the EYFS by targeted intervention to move learning forward inside and outside.</li> <li><input type="checkbox"/> Providing a rich language environment in all classes.</li> <li><input type="checkbox"/> Good use of questioning skills in lessons.</li> <li><input type="checkbox"/> Monitor phonics and early reading and identify lowest 20% for intervention</li> <li><input type="checkbox"/> Purchase good quality reading books</li> <li><input type="checkbox"/> Well planned guided reading and planned questioning</li> <li><input type="checkbox"/> Focus on inference</li> <li><input type="checkbox"/> Liaise and moderate with other schools and nurseries</li> <li><input type="checkbox"/> Additional teachers for the morning sessions</li> <li><input type="checkbox"/> Cross curricular writing</li> <li><input type="checkbox"/> New handwriting scheme – letter join to help develop spellings, fluency and stamina</li> </ul>	<p>EEF Preparing for Literacy – Improving communication, language and literacy in the early years. Guidance Report</p> <p>DFE Report: Supporting the attainment of disadvantaged pupils: articulating success and good practice. Nov 2015.</p> <p>EEF Early Years Toolkit - Communication and language +6 Months</p> <p>Gaps identified in vocabulary through analysing our own reading assessments and through discussions with children and observations.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Quality CPD</li> <li><input type="checkbox"/> Phonics monitoring and leadership</li> <li><input type="checkbox"/> Purchase good quality individual reading books</li> <li><input type="checkbox"/> Consistency of phonics teaching across the school and action plan</li> <li><input type="checkbox"/> Regular monitoring</li> <li><input type="checkbox"/> EEF guidance and research</li> <li><input type="checkbox"/> Early identification in reception for specific teaching and interventions.</li> <li><input type="checkbox"/> Impact of CPD in lesson observations, Tapestry Learning, book scrutiny, analysis of progress data, GLD results.</li> <li><input type="checkbox"/> Use of specific question types: recall/inference</li> <li><input type="checkbox"/> Purchase good quality guided reading books</li> <li><input type="checkbox"/> Examples of Questions used within interactions: How do you know...?</li> </ul>
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<p><b>B</b> PP pupils make good progress and additional targeted support for pupils, (particularly SEND pupils) and reduce any gaps in their learning.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Quality First Teaching in all classes.</li> <li><input type="checkbox"/> Discrete year groups taught in the mornings.</li> <li><input type="checkbox"/> TAs to support all children and working closely with the class teacher to plan and deliver support in lessons and intervention.</li> <li><input type="checkbox"/> In class support and interventions.</li> <li><input type="checkbox"/> Specific CPD to be undertaken where needed.</li> <li><input type="checkbox"/> Feedback to improve learning – marking/target time/verbal feedback</li> <li><input type="checkbox"/> Develop children's early reading – focus on language comprehension and decoding particularly in KS 1 and inference in KS 2.</li> <li><input type="checkbox"/> Strategies to engage children in their writing - role play to improve children's expressive language and comprehension skills/talk for writing/story maps/paired work. Visits/visitors and purpose for writing</li> <li><input type="checkbox"/> Encourage a love of reading – quality books, 100 reads, Richer read books, reading bands, reading challenge, reading raffle</li> <li><input type="checkbox"/> Shared reading, 1-1 reading, guided reading, independent reading</li> <li><input type="checkbox"/> Direct phonics teaching and opportunities to consolidate.</li> <li><input type="checkbox"/> Letter formation, handwriting: muscle memory to help with spelling patterns – letter join</li> <li><input type="checkbox"/> Ensure that pupils develop fluent recall of number facts – My maths homework/TT rock stars/Numbots.</li> <li><input type="checkbox"/> Booster sessions for yr. 2/6</li> <li><input type="checkbox"/> Pupil premium provision maps – targeting needs of PP children</li> <li><input type="checkbox"/> Maths passports – recall of number facts</li> <li><input type="checkbox"/> Times table challenges and targets</li> <li><input type="checkbox"/> Regular problem solving and reasoning sessions – evident in books</li> <li><input type="checkbox"/> Supporting parents to understand how to help their children learn better. Parent Workshops/meet the teacher/My Plans/shared conversations/Guidance on website/parents in school.</li> <li><input type="checkbox"/> Shared conversations for SEN pupils</li> <li><input type="checkbox"/> SEND provision maps in place identify pupils and provision</li> <li><input type="checkbox"/> Seek advice from other professionals</li> <li><input type="checkbox"/> Purchase new reading books</li> <li><input type="checkbox"/> Challenge for HAP to reach higher levels – reading, writing and maths</li> <li><input type="checkbox"/> SENDCo and HT co-ordinates and deploys TAs for additional interventions</li> <li><input type="checkbox"/> TT rock stars/Numbots</li> <li><input type="checkbox"/> Letter join</li> </ul>	<p>Sir John Dunford consistently states the need for a strong focus on quality teaching because of its benefits to all (but especially disadvantaged pupils).</p> <p>EEF Improving Mathematics. Guidance Reports.</p> <p>EEF Feedback +8 months</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Monitor writing opportunities and outcomes.</li> <li><input type="checkbox"/> Look for x curricular links and plan in to three year rolling programme</li> <li><input type="checkbox"/> Spelling and reading ages monitored closely and phonic sounds</li> <li><input type="checkbox"/> Lesson observations and book looks.</li> <li><input type="checkbox"/> Phonics tracker</li> <li><input type="checkbox"/> Reading Tracker</li> <li><input type="checkbox"/> Guided reading monitoring - reading comprehension.</li> <li><input type="checkbox"/> Reasoning, multiplication and division.</li> <li><input type="checkbox"/> Focus on pupils who are underachieving/slow progress as well as not meeting ARE.</li> <li><input type="checkbox"/> Phonics monitoring</li> <li><input type="checkbox"/> CPD in Reading, Writing, Maths to be provided through WGSP</li> <li><input type="checkbox"/> New staff - training / coaching/mentoring</li> <li><input type="checkbox"/> Phonics lead to monitor the teaching of phonics, progress and lead CPD.</li> <li><input type="checkbox"/> Phonics/SPAG lessons to be taught consistently and regularly and skills applied in writing.</li> <li><input type="checkbox"/> Early identification of pupils who require specific interventions to improve core skills.</li> <li><input type="checkbox"/> Monitoring of feedback to pupils</li> <li><input type="checkbox"/> Termly Assessment of attainment and progress.</li> <li><input type="checkbox"/> Data to be updated regularly and monitored on Insight, particularly groups</li> <li><input type="checkbox"/> 1 to 1 reading</li> <li><input type="checkbox"/> Reading diaries monitored</li> </ul>
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<p>c Improved attainment and progress for the higher ability pupils (Greater Depth), particularly in mathematics, CPD for staff.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pupils identified as GD or possible GD in order for teachers to challenge.</li> <li><input type="checkbox"/> Analyse data based on prior KS and target pupils to ensure they are on track</li> <li><input type="checkbox"/> Times table challenges</li> <li><input type="checkbox"/> Maths passports</li> <li><input type="checkbox"/> Fluency, mental maths, reasoning and problem solving weekly</li> <li><input type="checkbox"/> CPD and staff meetings to provide training for staff</li> <li><input type="checkbox"/> Directed Questioning to move learning forward and provide challenge.</li> <li><input type="checkbox"/> Higher ability pupils work to be extended / differentiated in order to facilitate pupils moving to work at Greater Depth.</li> <li><input type="checkbox"/> Use of Teacher and TA to target HAP pupils</li> <li><input type="checkbox"/> Interventions to target gaps in learning</li> <li><input type="checkbox"/> Identify patterns in gaps</li> <li><input type="checkbox"/> Spring Term Data analysed and pupils identified if not on track to achieve ARE.</li> <li><input type="checkbox"/> Specific individual learning needs identified, supported and addressed through small group / 1-1 intervention.</li> <li><input type="checkbox"/> Small group extension maths activities</li> <li><input type="checkbox"/> To target pupils for Greater Depth.</li> <li><input type="checkbox"/> Additional teachers</li> </ul>	<p>Data 18/19 identifies that our Most Able PP pupils did not perform as well as our Non-PP pupils in GDS and especially maths</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Gap Analysis</li> <li><input type="checkbox"/> Monitor maths books.</li> <li><input type="checkbox"/> Lesson observations</li> <li><input type="checkbox"/> Mental maths and passport monitoring</li> <li><input type="checkbox"/> Times table challenge</li> <li><input type="checkbox"/> Monitor Insight data for attainment and progress.</li> <li><input type="checkbox"/> Pupil conferencing</li> <li><input type="checkbox"/> Termly assessments</li> <li><input type="checkbox"/> Interventions</li> <li><input type="checkbox"/> Monitor My maths/Tt rockstars/Numbots</li> <li><input type="checkbox"/> CPD evaluation</li> </ul>
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## ii Personal Development / Behaviour

<p>D Attendance of PP children increases so pupils are in school, taking full advantage of the education on offer.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Monitor pupil's attendance</li> <li><input type="checkbox"/> Follow up on any absence concerns with letters, meetings and support</li> <li><input type="checkbox"/> Reward good attendance – certificates/school challenge/rewards</li> <li><input type="checkbox"/> FSW to meet with children and parents</li> <li><input type="checkbox"/> Attendance targets on My plans if needed</li> <li><input type="checkbox"/> Persistent absence – FSW to meet with parents and offer support</li> <li><input type="checkbox"/> Newsletter – class attendance</li> <li><input type="checkbox"/> Rich curriculum/after school clubs so children enjoy school</li> <li><input type="checkbox"/> ECHO support where needed</li> <li><input type="checkbox"/> SEMH my plans where needed</li> <li><input type="checkbox"/> Referrals to CPP</li> <li><input type="checkbox"/> Support for transport/advice, if needed</li> </ul>	<p>The attendance of PP and those who also have an SEND is lower than non-PP. 18/19 PP pupils have an attendance of 93.7% as opposed to 96.3% Non PP (July 2019) Sept 19-March 20 - Children need to be in school an accessing education in order to learn. DfE report: link between attendance and attainment at KS2 and KS4.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Register maintained of attendance</li> <li><input type="checkbox"/> Absences followed up</li> <li><input type="checkbox"/> Attendance analysed every half term</li> <li><input type="checkbox"/> Case studies</li> <li><input type="checkbox"/> Discussions with HT, admin and FSW to discuss existing absence issues and how to address them.</li> <li><input type="checkbox"/> SENDCo involvement for holistic approach to raising aspirations.</li> <li><input type="checkbox"/> Support offered for parents</li> </ul>
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<p>E</p> <p>Ensure that PP pupil's children have their Social, Emotional and Mental Health needs addressed in school and at home, which helps them make progress with their learning. Pupil's needs are supported by all staff but particularly SENDCo and FSW.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pupils needs are supported by all staff but particularly SENDCo and FSW</li> <li><input type="checkbox"/> Staff promote Emotional Literacy teaching active listening, self-awareness, emotional control, self-motivation, empathy and relationship skills – super learners</li> <li><input type="checkbox"/> Growth mind-set</li> <li><input type="checkbox"/> 4 be 4 me</li> <li><input type="checkbox"/> Provide family support for pupils experiencing housing, financial or emotional difficulties.</li> <li><input type="checkbox"/> Home visits prior to start of school to establish positive relations between home &amp; school.</li> <li><input type="checkbox"/> Meet the teacher/parents in school/workshops/parents evening/shared conversations with parents to provide guidance on how they can support their child.</li> <li><input type="checkbox"/> Staff to be aware of Barriers to Learning for children.</li> <li><input type="checkbox"/> Parent Workshops e.g. phonics sessions to support with their child's learning at home.</li> <li><input type="checkbox"/> Personal, Social &amp; Emotional Needs of pupils are met in school through curriculum activities – RE/PSHE/class assembly/worship/intervention/Apples and zippy's friends/worry box/lego training/ Forest School</li> <li><input type="checkbox"/> Ensure progression in SRE/PSHE lessons</li> <li><input type="checkbox"/> Referrals and signposting to other agencies and professionals for support.</li> <li><input type="checkbox"/> Identify ACES of children and their barriers</li> <li><input type="checkbox"/> Opportunities for parents to come in to school – assemblies/plays</li> <li><input type="checkbox"/> To increase the amount of quality interventions available to pupils</li> <li><input type="checkbox"/> SENDCo to produce data of pre and post intervention.</li> <li><input type="checkbox"/> Speech and Language Interventions</li> <li><input type="checkbox"/> CPD for FSW promoting emotional well-being of children.</li> <li><input type="checkbox"/> ELSA (Emotional Literacy Support Assistant) to support children through a number of approaches</li> <li><input type="checkbox"/> Re design FSW room</li> </ul> <p>including:</p> <ul style="list-style-type: none"> <li>- Mentoring</li> <li>- Working with parents</li> </ul>	<p>A number of pupils have identified Adverse Childhood Experiences. This can result in difficulty with emotionally self-regulating and being ready to learn.</p> <p>Children need to be in a good place socially and emotionally in order to learn.</p> <p>The EEF Teaching and Learning Toolkit recognises that Social and Emotional interventions have an identifiable impact on attitudes to learning and, in many cases, attainment.</p> <p>EEF Early Years Parental Engagement +4 months</p> <p>Pupils who are provided with consistent support from both home and school make more progress.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All staff, particularly teachers, TAs, SENDCo and FSW to work alongside and monitor children who have emotional needs, home life and/or behaviour is impacting on their learning.</li> <li><input type="checkbox"/> Staff aware of Barriers to Learning and aware of pupils with EHMS needs.</li> <li><input type="checkbox"/> HT to monitor the number of parents who attend meetings</li> <li><input type="checkbox"/> Parental feedback</li> <li><input type="checkbox"/> Pupil feedback</li> <li><input type="checkbox"/> Online pupil survey</li> <li><input type="checkbox"/> School council notes and discussions</li> <li><input type="checkbox"/> Data analysed and qualitative information used to inform planning</li> <li><input type="checkbox"/> ELSA being delivered</li> </ul>
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PP pupils are provided with additional opportunities through the school community to enable them to have a variety of experiences e.g. clubs/trips/visitors/raised aspirations	<ul style="list-style-type: none"> <li><input type="checkbox"/> Extra-curricular activities and clubs to be provided by teachers/outside coaches at lunchtime and after school – all free of charge.</li> <li><input type="checkbox"/> Audit uptake of clubs and encourage PP to attend.</li> <li><input type="checkbox"/> Signpost parents and pupils to clubs outside of school</li> <li><input type="checkbox"/> Each class will offer school trips/visitors to give children more varied experiences e.g. viney hill/cycle proficiency/theatre trips/author visits/mosque trips. PP money used to supplement cost of trips, sports, poetry and art competitions, music.</li> <li><input type="checkbox"/> French Pen pals</li> <li><input type="checkbox"/> Additional opportunities provided in school: Knex, Lego, theatre, cooking, workshops</li> <li><input type="checkbox"/> Brass</li> <li><input type="checkbox"/> Drumming</li> <li><input type="checkbox"/> PP children may not have opportunities to read and access to books so provide opportunities to read in school and reading raffle – books to take home</li> <li><input type="checkbox"/> Cheltenham Literacy festival</li> <li><input type="checkbox"/> Travelling book fayre</li> <li><input type="checkbox"/> Subsidise trips</li> </ul>	<p>We know that many of our pupils have limited life experiences and we need to plan in more enrichment visits/days to broaden their experiences.</p> <p>EEF - Enrichment opportunities and working on non-cognitive skills is proven to impact on learning outcomes.</p> <p>Sir John Dunford says that one of the barriers to learning of many disadvantaged pupils is the narrowness of their experience outside school and the lack of opportunities they have to gain experiences that many of their more fortunate peers take for granted; this can be a major barrier to their education and their ambition.</p> <p>EEF After School Programs +2 months</p> <p>Working in partnership with parents has a positive impact on children's progress and helps with the consistency of expectations.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Monitor uptake of clubs / activities by those eligible for PP</li> <li><input type="checkbox"/> Evidence of enjoyment of learning enhanced.</li> <li><input type="checkbox"/> Pupil conferencing</li> <li><input type="checkbox"/> Pupils are motivated to learn within and beyond the classroom, improved pupil attainment and progress.</li> <li><input type="checkbox"/> Quality trips planned to enhance the curriculum and experiences</li> <li><input type="checkbox"/> Visitors</li> </ul>
G Children develop a growth mind-set and resilience	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assemblies</li> <li><input type="checkbox"/> Learning behaviours</li> <li><input type="checkbox"/> Super learners</li> <li><input type="checkbox"/> PSHE</li> <li><input type="checkbox"/> FSW work</li> <li><input type="checkbox"/> 4 be 4 me</li> </ul>	Children need to be resilient to ensure they can cope with setbacks in life. They need to persevere when things get tricky in order to succeed and rise to challenges and setbacks.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pupil on line survey</li> <li><input type="checkbox"/> Conferencing</li> <li><input type="checkbox"/> Challenges</li> <li><input type="checkbox"/> Learning behaviours</li> <li><input type="checkbox"/> Observations</li> <li><input type="checkbox"/> Case studies</li> <li><input type="checkbox"/> Assemblies – seek visitors</li> </ul>

### iii Effectiveness of leadership and management

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? What does the evidence say you need to pay attention to?
To ensure any gaps between pupil premium children and non-pupil premium diminishes by ensuring effective use of the funding	Review funding and allocate where needed.	To ensure the pupils are making good progress and attaining well.	Data analysis Lesson observations Book looks Funding Staffing Monitoring





## 2020-2021 Summary Pupil Premium Expenditure and Impact

<u>Action</u>	<u>Cost</u> <u>(approx.)</u>	<u>Impact</u>
Family Support Worker - 5 ½ hours per week	£4,500	<ul style="list-style-type: none"> <li>• Early help support for parents leading to improved behaviours/SEMH/attendance - PP 95.9%</li> <li>• Intervention for pupils to support their well-being and social interactions in place and children talk positively about their experiences</li> <li>• Survey demonstrates that the vast majority children enjoy school and feel safe</li> <li>• Children have a named person they can go to if they need support</li> <li>• Lego therapy to help pupil's with SEMH needs</li> <li>• Social skills group to build relationships between pupils leading to improved behaviour</li> <li>• ELSA training started (x 2 TAs) and being implemented. Parents and children say it helps them.</li> <li>• The majority of children feel safe and happy (well-being questionnaire)</li> <li>• FSW made contact with children and families throughout lockdown - keeping relationships and lines of communication open</li> <li>• Safeguarding for pupils continued and meetings attended. Measures in place to support children.</li> <li>• Mental health support provided for pupils and signposting for families - a number accessing TIC/counsellor</li> <li>• Pupil conferencing helped to gain the views of children and this was positive and they knew who they could talk to</li> </ul>
Targeted TA support for pupils - reading, phonics, maths and SEMH	£5,300	<ul style="list-style-type: none"> <li>• Increased concentration, participation, progress and attainment of children through addressing individual needs and reducing the difference between non - pupil premium and pupil premium pupils - no national data but overall pupil premium children have continued to make progress and received targeted support</li> <li>• PP children are well supported and are receiving targeted support and additional intervention - see intervention plans</li> <li>• Pupil Premium children are similar in attainment to non pupil premium - no national data this year</li> <li>• Talk boost carried out for EYFS and Year 1 - children made good progress</li> <li>• Spelling and reading ages improved/children have made progress whilst being in school</li> <li>• Year 2 phonics- 95% pass rate - very good</li> <li>• Children's progress increased from Sept 2020-July 2021</li> </ul>

Additional release time for SENco	£2,000	<ul style="list-style-type: none"> <li>• My plans in place leading to targeted support for individuals and the vast majority of pupils reaching their targets.</li> <li>• Course - SEND network meetings taken place - enabling stronger leadership of SEND. SENDco up to date with new initiatives.</li> <li>• Provision was set and monitored leading to improved outcomes for SEND and Pupil Premium. Ensuring any gaps in learning are addressed</li> <li>• SENco leads staff meetings to ensure staff are briefed on up to date information and feel confident in delivering SEND provision for their pupils.</li> <li>• SENDco action plan in place and leading to increased standards and provision.</li> <li>• Early help offered updated and links with ECHO established giving support for families.</li> <li>• Referrals made to outside agencies which support teachers teaching in class and help in the planning and delivering of TA provision, to meet the individual needs of pupils.</li> <li>• Referrals made promptly to provide early help and professional advice <input type="checkbox"/></li> <li>• Identified ACES - work with ECHO where needed- staff are mindful and aware of barriers to learning</li> </ul>
CPD courses linked to pupil premium/safeguarding/SEMH/teaching and learning	£5,000	<ul style="list-style-type: none"> <li>• CPD reduced this year due to COVID. Most online.</li> <li>• CPD linked to safeguarding and safety to ensure our children are protected and safe. Staff up to date with current safeguarding training.</li> <li>• ELSA training been carried out and being delivered</li> </ul>

Fund trips/experiences/ residential/ swimming/trips	<input type="checkbox"/> Limited trips due to COVID <input type="checkbox"/> Money carried forward
Additional teachers to teach English, maths and science	<input type="checkbox"/> Smaller groups for teaching, leading to more individual and targeted support. <input type="checkbox"/> Teachers are able to really focus on year group's objectives and needs of the pupils. <input type="checkbox"/> Improved progress / more focussed feedback
After school clubs	<input type="checkbox"/> Limited clubs due to COVID <input type="checkbox"/> However, a number of sports clubs continued and were funded by sports premium. Engagement as good. Brave sessions helped with building resilience.
Growth mind-set and learning behaviours revised	<input type="checkbox"/> Learning behaviour and super learner revisited <input type="checkbox"/> Rewards for good learning behaviours <input type="checkbox"/> Drop ins showing good learning behaviours for the majority of children <input type="checkbox"/> Recovery curriculum focussed on PSHE / e bug
Additional EP/ATS services purchased	<input type="checkbox"/> purchased two sessions
Release time for English and Maths lead	<input type="checkbox"/> Co-ordinators highlighted and monitored target children in Reading, Writing and Maths and discuss these pupils with teachers, leading to support and CPD. <input type="checkbox"/> Action plans focus on the priorities of the school and actions implemented – <del>rotation</del> data
Attendance prizes	<input type="checkbox"/> Not rewarded due to Covid
Pupil premium network meetings	<input type="checkbox"/> Limited meetings due to Covid <input type="checkbox"/> Share good practise.

Predicted	£37,100	Actual £38,880 amount given
Actual expenditure	£29,056	Carry forward to 2021 - £9,823.70