

Ellwood Primary School

Pupil Premium 2023-2024

Please note there was no national data for two years (2019-2020 and 2020-2021) and Covid had an impact on the delivery of provision and the pupils' attendance in school in those years.

In April 2011 the Government introduced the Pupil Premium Grant. This additional grant funding is allocated to pupils who were previously "looked after" or 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 £1385 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 £2410 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 £320 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

<u>Year</u>	<u>Funding</u>
2020/21	£38,200
2021/22	£37,280 (carried forward £10,675)
2021/22 Recovery Funding	£5,220
2022/23	£47,396 (carried forward £5,080) and £4,640 recovery funding = £57,115
2023/2024	£46,902 + £4,640 (recovery funding) = £51,542

Pupil Premium Numbers

<u>Year</u>	<u>Pupil Premium Numbers</u>
2020/21	18%
2021/22	14% (not including recent FSM or EYFS)
2022/23	23%
2023/24	21% (not including new reception)

Characteristics of our Pupil Premium 2022/2023

Year Group	Number of PP	PP %	Boy/Girl		My plan	EHCP	Number who are PP+
R 20							
1 20	2	10%	1	1	0	0	1
2 21	6	29%	3	3	3	1 EHCP	1
3 17	2	12%	0	2	0	0	0
4 19	5	26%	5	0	2	1 EHCP	0
5 18	9	50%	3	6	2	0	0
6 19	5	26%	1	4	1	1 EHCP	1

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. Some may have additional learning needs but also socially and emotionally. Some children may have barriers that could impact on their well-being, learning, progress and attainment.

- Identified SEND need
- Low attendance/persistent absence
- SEMH needs (social, emotional, mental health needs) of pupils and family members
- Insufficient/disrupted sleep
- Physical health needs of pupil or parent/family member's health needs
- Low self-esteem/lack of resilience
- Parents may need additional support to help with routines at home, parenting advice 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 - limited vocabulary and comprehension
- Social needs - self regulation/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/needing additional SEMH support
- Family separation or break up
- Lost learning due COVID school closures

At Ellwood School, all pupils are supported regardless of race, gender, religion, experiences, background, personal or home circumstances. We want all our children to "believe, achieve and belong". 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, SLT, 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 and improved outcomes for all children.

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, support and providing:

- a rich broad, balanced, relevant and in depth curriculum
- promote a 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
e.g additional visits/visitors
- outdoor learning opportunities
- challenging all pupils
- good quality teachers and quality first teaching and learning

- stimulating learning opportunities and environment
- promoting and encouraging a love of reading, writing and maths
- nurturing talents
- additional TAs to support in class and intervention to help close any gaps
- access to interventions/1 to 1 support
- early help support and signposting to relevant outside agencies and professionals
- access to a FSW/ELSA/SEMH need support
- good quality learning materials and resources
- good leadership across the whole school e.g SEND, pupil premium, senior leadership, subject leadership - leaders at all levels.

Objectives of our Pupil Premium Spending

High quality first teaching

We focus a high percentage of our spending on staff and 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 strive to ensure all staff have access to good quality CPD training, visits to other settings and build close supportive partnerships with other schools and professionals. High quality TAs are deployed effectively across the school to support and enhance learning. Pupil Progress discussions are held every half term between 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 year 6 to be taught discretely in the mornings for reading, writing, maths and science. We try to use relevant research to help us to plan our provisions and support. The children are given regular feedback, both written and verbal, due to the high adult to child ratio. 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 children in receipt of Pupil Premium funding 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 their progress is 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, NELI, 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) and SEMH TA 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 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, broad and rounded education. Our curriculum provides experiential learning opportunities. We plan these opportunities to give children new experiences that they may not have had the chance to access before e.g. singing opportunities outside of school (young voices/choir), 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: multi-sports, gymnastics, gardening, textiles, football, yoga, choir, netball, pottery, Spanish, football, biking, art and dance. We also enter sporting and other competitions such as athletics, cricket, gymnastics, poetry competitions, writing competitions, spelling competitions. We also signpost to holiday clubs. 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 the upper junior pupils write to their French pen pals who are from our French Twinning town school. We attend events such as singing at local charity events, local hospice and elderly people's homes and have participated in the local country dance festival. We have had a number of local artists and authors in to broaden the children's experiences. We have links to local churches with a weekly Open the Book assembly and Prayer Space and reflection workshops. We aim to raise the children's aspirations by inviting speakers in to inform them about a range of career opportunities, eg engineering in the Army linked to STEM/enrichment week/local professionals and business owners/PSCO.

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, SLT, Subject leaders and class teacher. The pupil's needs are discussed in detail with parents in parents' evening or shared conversations.

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

and 2022 (No national data available for 20 or 21)

Where are we now?			
EYFS GDS	<u>Pupil Premium GLD</u>	<u>Non Pupil Premium</u>	<u>Total</u>
	100%	68.75%	75%

2019 Yr. 1 Phonics Screening - reaching the standard	<u>Pupil Premium GLD</u>	<u>Non Pupil Premium</u>	<u>Total</u>
	100%	65%	73%
2022 Yr. 1 Phonics Screening - reaching the standard	100%	83.3%	84%
2023 Yr. 1 Phonics Screening - reaching the standard	50% (6 pupils, 3 with SEND need)	93%	81%

KS 1 - SATS

2019 Expected standard	Pupil Premium Pupils who reached expected standard (2 pupils in receipt of PP)	Non Pupil Premium Pupils who reached expected (18 pupils)	Overall
Reading	100%	89%	90%
Writing	50%	83%	80%
Maths	50%	89%	80%
2022 Expected standard	Pupil Premium Pupils who reached expected standard (5 pupils - 1 SEND)	Non Pupil Premium Pupils who reached expected (16 pupils)	Overall
Reading	80%	56%	62%
Writing	80%	50%	57%
Maths	80 % (GDS 20%)	81%	71%
2023 Expected standard	Pupil Premium Pupils who reached expected standard (1 pupil)	Non Pupil Premium Pupils who reached expected (17 pupils)	Overall

Reading	100%	76%	78%
Writing	100%	70%	74%
Maths	100%	82%	84%

KS 1 - SATS

2019 Exceeding	Pupil Premium Pupils who reached exceeding standard (2 pupils)	Non Pupil Premium Pupils who reached exceeding (18 pupils)	Overall
Reading	0%	33%	30%
Writing	0%	17%	15%
Maths	0%	28%	25%
2022 Exceeding	Pupil Premium Pupils who reached exceeding standard (5 pupils)	Non Pupil Premium Pupils who reached exceeding (16 pupils)	Overall
Reading	0	25%	19%
Writing	0	6.25%	5%
Maths	20%	18.75%	19%
2023 Exceeding	Pupil Premium Pupils who reached exceeding standard (1 pupil)	Non Pupil Premium Pupils who reached exceeding (17 pupils)	Overall
Reading	0%	22%	22%
Writing	0%	6%	6%
Maths	0%	28%	28%

KS 2 - SATS

2019	Pupil Premium Pupils who reached expected Standard (5 pupil)	Non Pupil Premium Pupils who reached expected (10 pupils)	Overall
Reading	80%	90%	87%
Writing	60%	90%	80%
Maths	40%	100%	80%
SPAG	80%	80%	80%
Combined	40%	90%	73%
2022	Pupil Premium Pupils who reached expected Standard (5 - 3 send pupils)	Non Pupil Premium Pupils who reached expected (15 pupils)	Overall
Reading	20%	66%	55%
Writing	20%	73%	60%
Maths	20%	79%	65%
SPAG	40%	80%	70%
Combined	0%	59%	45%
2023	Pupil Premium Pupils who reached expected Standard (3 pupils)	Non Pupil Premium Pupils who reached expected (16 pupils)	Overall
Reading	66.7%	87.5%	79%
Writing	66.7%	75%	74%
Maths	66.7%	87.5%	84%
SPAG	100%	87.5%	89%
Combined	33%	88%	74%
2019 Exceeding the standard	Pupil Premium Pupils who reached exceeding Standard (5 pupil)	Non Pupil Premium Pupils who exceeding expected (15 pupils)	Overall

<i>Reading</i>	40%	10%	20%
<i>Writing</i>	20%	20%	20%
<i>Maths</i>	0%	30%	20%
<i>SPAG</i>	40%	40%	40%
<i>Combined</i>	0%	0%	0%
2022 Exceeding the standard	Pupil Premium Pupils who reached exceeding Standard (5 pupil)	Non Pupil Premium Pupils who exceeding expected (15 pupils)	Overall
Reading	0%	26%	20%
Writing	0%	20%	15%
Maths	0%	26%	20%
SPAG	0%	20%	15%
Combined	0%	13%	10%
2023 Exceeding the standard	Pupil Premium Pupils who reached exceeding Standard (3 pupils)	Non Pupil Premium Pupils who exceeding expected (16 pupils)	Overall
Reading	0%	43.75%	37.75%
Writing	0%	0%	0%
Maths	0%	37.5%	32%
SPAG	0%	18.75%	16%
Combined	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	Speech, language, verbal comprehension and vocabulary needs leading to challenges with reaching age related or exceeding the expected standards, particularly in reading and writing.
B	A number of pupils who are in receipt of Pupil Premium also have an SEND need which can be a barrier to their learning, progress and attainment - (29% of PP have an SEND need).
C	Children not always reaching the expected standards (writing) and/or Greater depth in reading, writing and maths, particularly at the end of KS 2.
D	Children in receipt of pupil premium may have a lower attendance rate and higher rates of persistent absenteeism (also an external factor).
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E	Limited experiences beyond their own immediate environment - home and school and lack of opportunity to access to events, new experiences and different opportunities.
F	SEMH needs - due to their own needs or needs of their immediate family or circumstances which may impact on their SEMH needs, well-being which may prevent the children from making progress and attaining their full potential.
G	Lack of resilience and a growth mind-set. Some pupils in receipt of pupil premium funding need support to demonstrate good learning behaviours and have a growth mind-set. They may lack self-belief, motivation, determination, resilience, confidence and a readiness to learn. They can sometimes struggle to reflect and evaluate their own learning, retain knowledge and recall previous knowledge learnt.
H	Parental engagement - support with reading and other learning opportunities or homework.
Desired outcomes for 2023-2024 <i>(desired outcomes and how they will be measured)</i>	Success criteria
	<ul style="list-style-type: none"> Continued improvement from the children's baseline and improved GLD at the end of EYFS. Phonics screening scores continues to meet at least national. Children are applying their phonics in their reading, writing and spellings.

A.	<p>Improve pupil's communication, language, vocabulary, phonics and literacy. Leading to improved attainment in Reading and Writing, particularly at the end of EYFS, KS 1 and KS 2</p>	<ul style="list-style-type: none"> • Children using and applying new vocabulary in their writing and increased comprehension and understanding of vocabulary when reading. • NELI implemented - leading to improved number of children reaching expected in language and speaking at the end of EYFS.KS 1 language groups continue, if relevant. • Language support in place to enhance language and comprehension in place for yr 1 children if needed. • Vocabulary explicit in all subject planning and vocabulary progression maps in place. • Vocabulary on display in classrooms and knowledge organisers used to show subject specific vocabulary. • Emphasis on questioning in lessons. CPD linked to Rosenshine's principles undertaken and being applied in lessons and teaching.
B/C	<p>PP pupils make good progress (more working at ARE) and additional targeted support for pupils; particularly SEND/PP pupils and a reduction in gaps in learning.</p>	<ul style="list-style-type: none"> • Gaps continue to reduce for each year group at the end of the year at end of each year group and more children reaching the "expected and exceeding' standard at the end of KS 1 and KS 2. • Provision maps in place for all PP children. • SEND My plans in place and children meeting their targets. • Pupil premium shared conversations in place – setting targets for pupils with their parents. • Pupil progress meetings highlight areas and gaps in learning. • Raised % of PP pupils achieving ARE particularly in writing and improve Greater Depth in reading, writing and maths by the end of KS 2 (cohort dependent).

D	Improved attendance for Pupil Premium children and reduce the rates of persistent absences. (95% at least as a target).	<ul style="list-style-type: none"> • Identified barriers to lower attendance • Children and families receiving support to ensure children can attend school and barriers removed. • Support for families and signposting to other professionals where needed. • Shared conversations leading to improves relationships. • Improved attendance and less persistent absence. • Improved engagement and attainment,
E	Children are given the opportunity to take part in a range of new and different experiences. Increase in the number of pupil premium children attending clubs.	<ul style="list-style-type: none"> • Children have been on a variety of trips. • Children are aware of their local area both geographical and historical • Children have been involved in activities beyond school e.g visits/visitors – authors/literature festival/places of worship/theatre. • Children can talk about experiences beyond school and have enjoyed them. • Raised aspirations. • Attending clubs • Enrichment week for all children
F	Ensure that PP pupil's children have their Social, Emotional and Mental Health needs addressed in school which helps them continue to make progress and attain well. Pupil's needs are supported by all staff but particularly Sendco and FSW. Baseline assessment for ELSA and other interventions demonstrate improvements.	<ul style="list-style-type: none"> • Barriers to learning identified for PP pupils and strategies put in place to support identified needs and ensuring the pupils attainment and progress improves. • Children are able to access the family support worker and SEMH TA and take part in ELSA work if relevant. • Families are supported both emotionally and with practical parenting advice so that pupils are able to learn effectively. • Signposting if needed to outside agencies. • Pupil feel happy, confident and demonstrating resilience.
G	Children are willing to take on a challenge, show good learning behaviours, resilience and believe in themselves. Leading to improved outcomes and improved well-being. Through observations and conferencing this will have improved. .	<ul style="list-style-type: none"> • Pupil's conferencing demonstrates they enjoy a challenge. • Children can discuss resilience and to keep going when things get hard. • Lesson observations show good learning behaviours. • Questionnaires show they enjoy school and challenges. • Increased completion of homework, particularly PP children. • Behaviour and attitudes and persona development remain good and move more towards outstanding.
H	Parents engaged and supporting home learning, particularly reading. Good relationships with parents-partnership. Increased attendance at meetings.	<ul style="list-style-type: none"> • Shared conversations well attended and parents engaged. • Parents attending phonics/reading/SATS work shops • More children reading at home x4 times a week • Booster sessions attended • Structured conversations with parents to look at the child as a whole; SEMH, academic and attendance and put in support where needed.

2. Evidence for Pupil Premium in 2023-2024

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? Outcome
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<p>A Improve pupil's communication, language, vocabulary, phonics and literacy. Leading to improved attainment in Reading and Writing, particularly at the end of EYFS, KS 1 and KS 2</p>	<ul style="list-style-type: none"> Discrete year group teaching in the morning EYFS to Yr 6 Language groups being delivered in EYFS (NELI) and Yr 1 if needed e.g talk boost High quality interactions with adults. Spoken language and verbal interaction to extend vocabulary and develop the range of early literacy skills. Provide multiple opportunities to hear and use new vocabulary. New word a day – flip charts/non core vocab/vocab progression maps/knowledge organisers/displays Focus on questioning – staff CPD Quality texts in classes and used for English lessons – brilliant books/poetry basket Emphasis on supporting learning in the EYFS by targeted intervention to move learning forward inside and outside. Early referrals – speech and language / EP Providing a rich language environment in all classes – displays/resources. Good use of questioning skills in lessons. Read in to writing for KS 2 scheme trialled. Continue to monitor phonics and early reading and identify lowest 20% for additional reading and intervention Continue to purchase good quality reading books Well planned guided reading and planned questioning 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 Focus on reading inference/vocab/fluency Liaise and moderate with other schools and nurseries Key vocab used and displayed in subject areas – mats/knowledge organisers Cross curricular writing – where appropriate. Consistent SPAG lessons– progression map in place. Handwriting scheme – letter join to help develop 	<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> <p>Children entering the school with increasing language delay and sp and l difficulties.</p>	<ul style="list-style-type: none"> Quality CPD and staff implementing what have learnt and apply new skills and knowledge. Improved outcomes or practice. Rosenshine's principles introduced and being used in classes. Phonics monitoring and leadership leading to improve standards, attainment and progress in phonics and early reading. Regular monitoring of subjects – book looks/conferencing, EEF guidance and research Early identification in reception for specific teaching and interventions – baselines and end assessments. Impact of CPD in lesson observations, Data outcomes. Use of specific question types: recall/inference Good quality guided reading books being used. Examples of Questions used within interactions: <ul style="list-style-type: none"> How do you know...? Improved phonics screening results. Progress in NELI and Talk boost Vocabulary on display in all classes
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<p>B/C PP pupils make good progress (more working at ARE) and additional targeted support for pupils; particularly SEND/PP pupils and a reduction in gaps in learning.</p>	<ul style="list-style-type: none"> • Quality First Teaching in all classes. • Discrete year groups taught in the mornings. • SMART my plan targets • TAs to support all children and working closely with the class teacher to plan and deliver support in lessons and intervention. • Specific CPD to be undertaken where needed based on sdp/gaps • Feedback to improve learning - marking/target time/verbal feedback • Develop children's early reading - focus on language comprehension and decoding particularly in phonics, KS 1 and comprehension and inference in KS 2. Encourage a love of reading - quality books, Brilliant books, reading challenge, reading raffle. Direct phonics teaching and opportunities to consolidate. • Ensure that pupils develop fluent recall of number facts -/TT rock stars/maths meets. • Booster sessions for yr. 2/6/phonics/times tables/eyfs lang • Resources purchased, where necessary • Pupil premium provision maps - targeting needs of PP/gaps • Regular problem solving and reasoning sessions - evident in books • Supporting parents to develop ways in which they can help their child. • Shared conversations for SEND/PP pupils and their parents/SMART targets • Seek advice from other professionals • SENDCo and HT co-ordinates and deploys TAs for additional interventions based on cohorts needs • School led tutoring (if funding available) • Pupils identified as GD or possible GD in order for teachers to challenge. • Analyse data based on prior KS and target pupils to ensure they are on track • CPD and staff meetings to provide training for staff • Directed Questioning to move learning forward and provide challenge. • Higher ability pupils work to be extended / differentiated in order to facilitate pupils moving to work at Greater Depth. • Identify patterns in gaps • Support and CPD for new ECT (early career teachers) 	<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"> • Monitor writing opportunities and outcomes. • SEND improvement plan and monitoring. • Improved progress and attainment. • Spelling and reading ages monitored closely and phonic sounds • Lesson observations and book looks. • Phonics tracker • Reading Tracker • Guided reading monitoring - reading comprehension. • Reasoning and problem solving • Focus on pupils who are underachieving/slow progress as well as not meeting ARE and intervention in place. • Phonics monitoring and intervention • CPD in Reading, Writing, Maths to be provided through WGSP • New staff - training / coaching/mentoring • Phonics lead to monitor the teaching of phonics, progress and lead CPD. • Phonics/SPAG lessons to be taught consistently and regularly and skills applied in writing. • Early identification of pupils who require specific interventions to improve core skills. • Monitoring of feedback to pupils demonstrating responding to next steps and targets • Termly Assessment of attainment and progress. Monitor tutoring impact. • Data to be updated regularly and monitored on Insight, particularly Groups • 1 to 1 reading evidence • Pupil conferencing • Reading diaries monitored x4 a week • Gap Analysis
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<p>D. Improved attendance for Pupil Premium children and reduce the rates of persistent absences. (95% at least as a target).</p>	<ul style="list-style-type: none"> • Regular attendance reviews • Regular attendance information shared with parents • Letters home celebrating good attendance and/or areas needed to improve • Meeting with parents for low attendance and helping to remove barriers • Signposting to external agencies • Early help • Regular sharing of attendance on whole school newsletter's • Celebrating improvements and success 	<p>Good attendance link to outcomes.</p>	<ul style="list-style-type: none"> • Helping to remove barriers • supporting children and their families • increase in attendance • reduction in persistent absence • case studies • menu of support in place • Attendance targets on pupil premium shared conversation documents and my plans where appropriate and improvements made towards meeting these targets.
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ii Personal Development / Behaviour

<p>E. Children are given the opportunity to take part in a range of new and different experiences. Increase in the number of pupil premium children attending clubs.</p>	<ul style="list-style-type: none"> • Extra-curricular activities and clubs to be provided by teachers/outside coaches at lunchtime and after school - all free of charge. • Audit uptake of clubs and encourage PP to attend. • Signpost parents and pupils to clubs outside of school • 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. • French Pen pals • Additional opportunities provided in school: Knex, Lego, theatre, cooking, workshops • Whole class music tuition • After school clubs booster - yr 6/yr 1 phonics booster • 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 • Cheltenham Literacy festival • Travelling book fayre • Subsidise trips/residential • Local studies - history and geography 	<p>We know that many of our pupils may 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</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"> • Monitor uptake of clubs / activities by those eligible for PP • Evidence of enjoyment of learning enhanced. • Pupil conferencing • Pupils are motivated to learn within and beyond the classroom, improved pupil attainment and progress. • Quality trips planned to enhance the curriculum and experience • Visitors • Engagement • Enjoyment • All PP attend and take part in activities across the school • PP are invited to attend clubs • Some of the external clubs have been funded for PP
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<p>F.</p> <p>Ensure that PP pupil's children have their Social, Emotional and Mental Health needs addressed in school which helps them continue to make progress and attain well.</p> <p>Pupil's needs are supported by all staff but particularly SENDs and FSW. Baseline assessment for ELSA demonstrate improvements.</p>	<ul style="list-style-type: none"> • Pupils needs are supported by all staff but particularly SENDCo and FSW/SEMH TA • Staff promote Emotional Literacy teaching active listening, self-awareness, emotional control, self-motivation, empathy and relationship skills - super learners • Growth mind-set 4 be 4 me • Provide family support for pupils experiencing housing, financial or emotional difficulties. • Home visits prior to start of school to establish positive relations between home & school. • Meet the teacher/parents in school/workshops/parents evening/shared conversations with parents to provide guidance on how they can support their child. • Staff to be aware of Barriers to Learning for children. • Parent Workshops e.g. phonics sessions to support with their child's learning at home. • Personal, Social & Emotional Needs of pupils are met in school through curriculum activities - RE/PSHE/class/RSE assembly/worship/intervention/Apples and zippy's friends/worry box/lego training/ Forest School • Ensure progression in RSE/PSHE lessons • Referrals and signposting to other agencies and professionals for support. • Identify ACES of children and their barriers and known to staff • Opportunities for parents to come in to school - assemblies/plays • To increase the amount of quality interventions available to pupils • SENDCo/teachers to produce data of pre and post intervention. • Speech and Language Interventions • CPD for FSW promoting emotional well-being of children. • ELSA (Emotional Literacy Support Assistant) to support children through a number of approaches • Working with parents • Trick box 	<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"> • 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/notes/referrals made. • Staff aware of Barriers to Learning and aware of pupils with SEMH needs. • Training for staff - ACES/Trauma • Staff and SLT to monitor the number of parents who attend meetings • Parental feedback is positive • Pupil feedback - children feel happy • Online pupil survey - positive feedback • School council notes and discussions • Data analysed and qualitative information used to inform planning • ELSA being delivered and having positive outcomes • Observations of children
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<p>G.</p> <p>Children are willing to take on a challenge, show good learning behaviours, resilience and believe in themselves. Leading to improved outcomes and improved well-being. Through observations and conferencing this will have improved. . Children develop a growth mind-set and resilience</p>	<ul style="list-style-type: none"> Assemblies/well-being week/walk to school/internet safety/healthy eating Learning behaviours Super learners PSHE - GHLL modules Growth ind-set workshops/assemblies FSW work 4 be 4 me Trick box 	<p>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.</p> <p>EEF - improving social and emotional learning in primary schools.</p>	<ul style="list-style-type: none"> Observations Pupil conferencing Children are willing to have a go and demonstrate good learning behaviours and resilience.
<p>H.</p> <p>Parents are engaged with their child's learning and support at home.</p>	<ul style="list-style-type: none"> Workshops phonics sessions stay and play My plan reviews parents evening structured conversations Meet the teacher Parents in school week 	<p>EEF - parental engagement</p> <p>EEF - smart spaces - spaced learning</p> <p>Evidenced based teachers network - repetition</p>	<ul style="list-style-type: none"> Case studies Conferencing Observations Surveys Home practising complete Attendance at workshops Parents are informed about homework and the expectations Teacher's liaise with parents about homework Children are given opportunities to compete homework and reading in school. Structured conversations Regular practise to embed skills Improved outcomes - reading, times tables in particular, phonics.
<p>iii Effectiveness of leadership and management</p>			
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well? What does the evidence say you need to pay attention to?</p>

<p>To ensure any gaps between pupil premium children and non-pupil premium diminishes by ensuring effective use of the funding</p> <p>PP children making good progress and attaining in line with NA</p>	<p>Targeted pupil premium children for additional support</p>	<p>To ensure the pupils are making good progress and attaining well.</p>	<p>See Outcome information above</p>
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Iv Planned						
A	B/C	D	E	F	G	H
<p>Speech, language, verbal comprehension and vocabulary needs leading to challenges with reaching age related or exceeding the expected standards, particularly in reading and writing.</p>	<p>PP pupils make good progress (more working at ARE) and additional targeted support for pupils; particularly SEND/PP pupils and a reduction in gaps in learning.</p>	<p>Children in receipt of pupil premium may have a lower attendance rate and higher rates of persistent absenteeism.</p>	<p>Limited experiences beyond their own immediate environment - home and school and lack of opportunity to access to events, new experiences and different opportunities.</p>	<p>Ensure that PP pupil's children have their Social, Emotional and Mental Health needs addressed in school which helps them continue to make progress and attain well. Pupil's needs are supported by all staff but particularly Sends and FSW.</p>	<p>Children are willing to take on a challenge, show good learning behaviours, resilience and believe in themselves. Leading to improved outcomes and improved well-being. Through observations and conferencing this will have improved. .</p>	<p>Parents are engaged with their child's learning and support at home.</p>
<p>£3,500</p>	<p>£39,500</p>	<p>£1000</p>	<p>£2000</p>	<p>£5000</p>	<p>£500</p>	<p>£1000</p>
<p>Total Planned Expenditure – £51,500</p>						