

St Laurence C of E Primary School - 3 Year Pupil Premium Strategy – September 19 -July 22

1. Summary information					
School	St Laurence C of E Primary School				
Academic Year 1	2019/20	Total PP budget	£103,120	Date of most recent PP Review	July 2019
Total number of pupils	195	Number of pupils eligible for PP	74 (37%)	Date for next internal review of this strategy	July 2020
Academic Year 2	2020/21	Total PP budget	£95,495	Date of most recent PP Review	September 2020
Total number of pupils	196	Number of pupils eligible for PP	71 (36%)	Date for next internal review of this strategy	July 2021
Academic Year 3	2021/22	Total PP budget + recovery	£105,560	Date of most recent PP Review	September 2021
Total number of pupils	167	Number of pupils eligible for PP	66 (40%)	Date for next internal review of this strategy	July 2022

Disadvantaged pupil performance overview for last academic year (2019 academic year due to no national tests in 2020 due to school closures)

Measure	2019 – (31) all pupils	2019 – (8) disadvantaged
Meeting expected standard at KS2 (RWM) (higher standard)	74% (6%) National: 65% (11%)	63% (0%) National: 51% (5%)
Meeting expected standard at KS2 - Reading	74% (19%)	63% (3%)
Meeting expected standard at KS2 – Writing	81% (13%)	63% (3%)
Meeting expected standard at KS2 - Maths	87% (26%)	75% (38%)

Disadvantaged pupil progress scores for last academic year (2019 academic year)

Measure	2019 - all	2019 - disadvantaged
Reading	+0.4	-5.03
Writing	-0.84	-2.05
Maths	+0.2	-1.43
Maths, reading and writing		-2.84

2. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Communication and language - Speech and language upon entry is low. Baseline assessments of disadvantaged pupils is significantly lower than their peers.
B.	Attainment: improving outcomes through focussed QFT – whole school disadvantaged expected progress.
C.	Maths – Specific focus on QFT in maths, a whole school priority.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D	Social emotional needs and behaviour for learning – nurture, implementation of the Thrive Framework (CAMHS),
E	Parental involvement and support – attendance (including lateness and persistent absence), increased attendance at breakfast and after school clubs
3. Intended outcomes (<i>specific outcomes and how they will be measured</i>)	
A.	Pupil premium children make accelerated progress in communication and language (CL), all school environments promote CL, and there are increased opportunities to develop speaking, promoted by the learning environment. <i>Children more confident speakers, increase in KS1 phonics testing score, improved progress figures at end of year.</i>
B.	QFT - To increase the % of disadvantaged pupil's making expected progress in reading, writing and maths so that it is at least in line with their non -disadvantaged peers. <i>% of PP children achieving expected or better progress to be in line with non-pp and improved from previous year</i>

C.	<p>To increase the % of disadvantaged pupil's making expected progress in maths so that it is at least in line with their non -disadvantaged peers.</p> <p><i>% of PP children achieving expected or better progress to be in line with non-pp and improved from previous year</i></p>
D.	<p>To support our pupil's SEMH needs resulting in improved attitude, application and results in lessons.</p> <p><i>Higher proportion of children engaged in lessons, less incidents of poor behaviour compared to previous year</i></p>
E.	<p>To improve the % of disadvantaged children attending breakfast and after school club. To improve the overall % for attendance of our disadvantaged children and to reduce the % of disadvantaged children who are persistently absent or regularly late.</p> <p><i>Attendance figure for PP children to be at least in line with non – pp and for the % of PA PP children to reduce from end of previous year</i></p>

4. Review of expenditure :			
Previous Academic Year	2018/19 (Last year before current 3 year plan introduced, year by year review of 3 year plan included in this document.)		
i. Quality of teaching for all			
Action	Intended outcome	Estimated impact: Did you meet the success criteria? <i>(include impact on</i>	Lessons learned (and whether you will continue with this approach)

<p>C – Improve progress and attainment in maths for disadvantaged pupils</p> <p>Actions included:</p> <p>Use of HLTA in year 5 and 6 maths lessons daily – supporting disadvantaged pupils.</p> <p>Use of extra TA support 2.5 days per week in year 6 for PP children</p> <p>Extra boosting 2x PM sessions per week – head teacher led</p> <p>Maths and Cake after school club for year 6</p>	<p>Outcomes for all approaches in area C:</p> <p>The gap between PP children and others in our school diminishes further.</p> <p>100% of disadvantaged children make at least expected progress in maths</p> <p>Yr 6 and Yr 2 PP children' s maths attainment improves so that it is in line with the national average of others</p>	<p>89% of all pupil premium children made expected progress in maths compared to 85% for non pp children.</p> <p>75% of our year 6 pupil premium children reached the expected standard in their maths sats test, compared to 27% in 2018.</p> <p>In their end of KS1 maths test 47% of pupil premium children reached the expected standard and 24% exceeded it.</p> <p>In school 53% of non - pupil premium children reached the expected standard and 11% exceeded it.</p>	<p>Post teaching/boosting was very effective but towards the end of the year we also pre taught some areas of maths (mainly in year 6). This helped children's confidence in lessons. Pupil premium children who otherwise would have been reluctant to contribute to lessons were more confident because they had already been exposed to the skills and knowledge needed to succeed.</p> <p>We will continue to use HLTAs to boost disadvantaged learning but also teachers will be pre and post teaching as well.</p>
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<p>B - Attainment-improving outcomes through focussed QFT</p>	<p>All pupil premium children to be fully engaged in their learning through exciting topics to meet the children's needs and are able to talk enthusiastically and confidently about their work and aspirations.</p> <p>All disadvantaged boys are engaged in their learning.</p>	<p>School improvement record of visit – June 2019, Jackie Stirland.</p> <p>“The work that leaders have put into improving the outcomes and the quality of teaching and learning in the school is evident. Outcomes that are currently available show improvements or are similar to the previous year and are close to national. During the learning walk, it was noticeable how improved the quality of teaching is.”</p> <p><u>Progress for disadvantaged children:</u></p> <p>The amount of children making expected or better progress in reading, writing and maths in summer 2019 improved compared to the EOY 2018 data.</p> <p>Reading - 73% (+11%) Maths – 81% (+7%) Writing - 8% (+15%)</p>	<p>Quality first teaching will continue to be a priority as this is proven to be the most effective way of using pupil premium funding according to the EEF. The increased progress shown by our disadvantaged children over the past year provides further evidence as to its importance.</p>
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ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)
<p>D - Social and emotional needs and behaviour for learning.</p>	<p>Children attend nurture group and receive support for their SEMH needs. This results in improved engagement in class.</p> <p>Disadvantaged children in year 6 to have assigned adult to support their learning and provide another person to talk to in school. This results in children who are more engaged and prepared for lessons.</p> <p>A reduction in exclusions and red cards.</p>	<p>A number of children across KS1 and KS2 took part in nurture throughout the school year.</p> <p>Impact of nurture shown through boxall profiles covering social skills such as turn taking – data with SU</p>	<p>Nurture will be continuing for disadvantaged children in two groups, KS1 and KS2.</p>

iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on)	Lessons learned (and whether you will continue with this approach)
<p>E – Attendance and lateness</p> <p>Actions included:</p>	<p>To reduce persistent absence amongst disadvantaged pupils</p>	<p>Overall attendance of pupil premium children was up to 94% from the previous year - 92%. However, this was still lower than the</p>	<p>Providing staff with time to address attendance and lateness proved to be important as our overall attendance figure for disadvantaged children increased. This time allowed staff to follow more rigorous and robust procedures to ensure all parents understood the importance of attendance.</p>

<p>Attendance Officer (SU) monitors pupils across whole school and quickly intervenes using 'First day response' procedures. Attendance Officer to phone parent/carer of absent PP children first (use time 9 – 9.30)</p> <p>Attendance Officer and Pupil Premium co-ordinator work together to incentivise high attendance for PP children.</p> <p>Liaise with MAT team and Starting Point over families who have very low attendance.</p>	<p>To reduce lateness amongst pupil disadvantaged pupils</p>	<p>attendance of all children – 95.4%</p> <p>Persistent absence continued to be an issue - In 2018-2019 65% of our persistent absentees (PA) were disadvantaged children, compared to 35% who are non-disadvantaged. This meant that 22% of our pupil premium children were PA.</p>	<p>We will be continuing to address attendance and lateness in this fashion and introducing a new reward system to try and tackle lateness.</p>
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<p>E – Preparation for school and extra – curricular activities</p> <p>Actions included:</p> <p>Breakfast club free of charge from 8.15 – 8.45 for disadvantaged pupils</p> <p>After school club - 1 session per week for free for disadvantaged pupils.</p>	<p>Disadvantaged children able access breakfast at school every day for free.</p>	<p>Sample data set taken – Before the initiative was put in place 27% of breakfast sessions were taken by pupil premium children across a week compared to 42% after. An increase of 15%</p> <p>As above two data samples, before and after initiative put in place, the after school club saw an increase of 4% in the amount of sessions attended by pupil premium children</p>	<p>We will continue to offer the after school club and breakfast club initiatives this year. The increase in attendance clearly showed the impact that the offer had for our disadvantaged families.</p>
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5. Planned expenditure – 3 Year plan (Sept 19 – July 22)

The headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

- 1. Quality of teaching for all**
- 2. Targeted Support and Other Approaches**

1. Quality of teaching for all

Planned Expenditure for QFT

Academic Year 1	Type	Description of Expenditure	Cost
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2019-2020	Pre and Post teaching in KS2 maths	5 KS2 staff (teachers or TAs) 30 minutes per day pre or post teaching 3 teachers - 1 HLTA - 2 TA -	£11700.00 £1775.00 £2760.00
	Daily reading for bottom 20% of readers	5x Midday Supervisors – 30 minutes per day 4x TAs – 30 minutes per day 2x HLTAs – 30 minutes per day	£1215.00 £1620.00 £710.00
	SATs Social Club	4 teachers 1 hour per week after school boosting for 10 weeks	£1700.00
	Year 6 Boosting for PP children	2 teachers, 2 hours per week for 16 weeks	£2720.00
	Homework Support	KS2 Homework Club 1 hour a week x 2 HLTA's	£1,539.00
	TA Learning Support	1-1 Support for disadvantaged children	£5428.00
	Thrive training course	Staff to attend Thrive Training	£1827.00
	Training	Various Training opportunities	£1500.00
	Funding for cultural capital opportunities	Amount set aside for opportunities to enhance cultural capital	£2000.00
	Lego Therapy	Ta x1 hour per week	£2714.00
	PP Mentor/conferences	Ta x1 hour per week	£2714.00
	Reading	Guided reading books for all year groups	£2470.00
		Cracking Comprehension (reading resources and online subscription)	£840.00
	Bug Club	Subscription to Bug Club	£1300.00
		Total expenditure:	£46,532.00

Academic Year 2

2020-2021

Total anticipated expenditure:

Type	Description of Expenditure	Cost
Pre and Post teaching in maths	5 KS2 staff (teachers or TAs) 30 minutes per day pre or post teaching 3 teachers - 1 HLTA - 1 TA -	£11700.00 £1775.00 £1380.00
Daily reading for bottom 20% of readers	5x Midday Supervisors – 30 minutes per day 4x TAs – 30 minutes per day 2x HLTAs – 30 minutes per day	£1215.00 £1620.00 £710.00
TA Learning Support	1-1 Support for disadvantaged children	£2714.00
Homework Support	KS2 Homework Club 1 hour a week x 2 HLTA's	£1,539.00
Bug Club	Subscription to Bug Club	£1300.00
PP Mentor/conferences	Ta x1 hour per week	£2714.00
Year 6 Boosting for PP children	1 teacher, 2 hours per week for 16 weeks	£1360.00
Funding for cultural capital opportunities	Amount set aside for opportunities to enhance cultural capital	£2000.00
Training	Various Training opportunities	£1500.00
SATs Social Club	4 teachers 1 hour per week after school boosting for 16 weeks	£1820.00
	Total anticipated expenditure:	£33,347.00

Academic Year 3

2021-2022

Total anticipated expenditure: Please see the Pupil Premium Statement for 2021-2022.

Action	Intended outcome	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>New power maths scheme to be implemented across the school.</p> <p>Pre teaching of power maths lessons across the school by class teacher where possible– at least 3x per week.</p> <p>Post Teaching of power maths lessons across the school- focusing on the areas of development</p>	<p>To improve outcomes for all disadvantaged children- 85% achieving ARE in maths at EOY and mid-year assessments. 100% PP chn to make good progress in maths.</p> <p>To ensure that disadvantaged children are prepared for lessons and therefore feel more confident.</p> <p>To close the gap between disadvantaged pupils and their peers by</p>	<p>There is a 4.3-month gap at the start of school between disadvantaged children and their classmates as stated in the EEF Attainment Gap Report 2017</p> <p>EEF shows that teacher led interventions have a very high impact on progress and attainment.</p> <p>Pre-teaching has been shown to increase pupils confidence and attainment.</p>	<p>Year 1 (2019/20)</p> <p>PH, ABS to analyse data on a termly basis. (Power Maths google drive assessment sheets, PUMA and TA). This will ensure that children are benefitting from the extra input.</p> <p>Analysis of progress and attainment at the three assessment points throughout the year.</p> <p>Lessons observations and marking</p>	<p>PH, ABS</p>	<p>Reviewed July 2020</p> <p><i>2019 AP1 (Dec 19) -73% of KS2 disadvantaged children at expected + in maths (Autumn Puma Assessment)</i></p> <p><i>2018 AP1 – (Dec 18) – 67% of disadvantaged children at expected + in maths (Autumn Puma Assessment)</i></p> <p><i>6% increase in exp+ compared to previous year.</i></p> <p><i>In year groups AP1 2018 vs AP1 2019 chn at exp+ for their year group at this assessment point.</i></p> <table border="1" data-bbox="1756 975 2089 1015"> <tr> <td></td> <td>2018</td> <td>2019</td> </tr> </table>		2018	2019
	2018	2019						

<p>from the previous lesson.</p>	<p>quickly identifying those pupils who need extra support.</p>	<p>Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. - EEF Attainment Gap Report 2017</p>	<p><u>Year 2 (2020/21)</u></p> <p>Due to Covid-19 and the potential implication upon not finishing the maths curriculum and effects on mental health, in depth plans will need to be made to ensure that disadvantaged students are supported as much as possible- See Recovery Curriculum</p> <p>All pupils, including disadvantaged, will be supported by combining Whiterose maths lessons with Power Maths scheme.</p>		<table border="1" data-bbox="1758 103 2089 260"> <tr> <td>Year 6</td> <td>67%</td> <td>87%</td> </tr> <tr> <td>Year 5</td> <td>64%</td> <td>82%</td> </tr> <tr> <td>Year 4</td> <td>58%</td> <td>67%</td> </tr> <tr> <td>Year 3</td> <td>77%</td> <td>71%</td> </tr> </table> <p><i>AP2 Teacher Assessment available but impacted by absence from school for a period of this time.</i></p> <p>Reviewed July 2021</p> <p><i>Data for maths end of ks1 and ks2</i></p> <p><u>KS1</u> 50% of year 2 PP chn exp+ 60% of year 2 non PP chn exp+ Small gap between PP and non PP.</p> <p><u>KS2</u> 29% of year 6 PP chn exp+ 66% of year 6 non PP chn exp+ Substantial gap between PP and non PP</p>	Year 6	67%	87%	Year 5	64%	82%	Year 4	58%	67%	Year 3	77%	71%
Year 6	67%	87%															
Year 5	64%	82%															
Year 4	58%	67%															
Year 3	77%	71%															

Year 3 (2021/22)

As part of our recovery curriculum, all pupils, including disadvantaged, will be supported by combining Whiterose maths lessons with Power Maths scheme.

We will continue to use Puma maths assessments and the Mark intervention scheme.

The Mark intervention scheme is a new purchase designed to close the gap of attainment between PP and non PP (See review comments to the right)

<p>Maths and Cak e intervention/boostin g with PP Year 6 - Changed to be 'Sats Social'</p> <p>Bottom 20% readers boosting in years 3 and 4 for disadvantaged children</p> <p>Disadvantaged year 6 pupils less than secure at end of previous year to take part in initial boosting groups. Maths and Reading - Reading was initial focus for groups</p> <p>All disadvantaged children to benefit from verbal feedback in KS1 enhanced provision groups</p> <p>Through our curriculum, plan opportunities designed to enhance the cultural capital of our disadvantaged children - See across for July 2020 update – we have started this and will continue to provide opportunities for the rest of the year.</p>	<p>Boost confidence, ability of pupils prior to SATs tests</p> <p>Boost readers who were in bottom 20% and are pp - –This was started at the beginning of the year</p> <p>7 chn for reading and 5 for maths to be on track for secure by AP1 (Year 6 Commencing)</p> <p><i>Maths – 3/5 pupils identified on track Dec 19 AP1</i></p> <p><i>Reading - 6/7 pupils identified on track Dec 19 AP1</i></p> <p>KS1 children to improve rapidly due to impact of instant feedback and the benefit of working with teaching staff in small groups.</p>	<p>Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. - EEF Attainment Gap Report 2017</p> <p>QFT</p> <p>QFT</p> <p>QFT</p> <p>QFT</p>	<p>Year 1 (2019/20)</p> <p>Analysis of practice papers as we move through the year to inform progress and children attending club – This was completed for past papers 2016, 2017, 2018</p> <p>Salford reading test to be completed to gain baseline and progress monitored through each half term</p> <p>Use baseline SATs paper results to determine progress so far and also itrack (moved to FFT) data by AP1</p> <p>Analysis of data at assessment points during the year. – AP1 analysis</p>		<p><i>All year 6 pupils were invited – lowest readers attended. Impact will be reviewed after SATs.</i></p> <p><i>Overall % for all year 3/4 PP at AP1 – 81% exp+ 2018 AP1 – 72% (Autumn Puma Assessments)</i></p> <p><i>Initial groups started in Jan 20 – 5x pupils improved outcomes on next practice paper for 80% of these pupils. 1 child (EAL) same result, is getting daily extra support with comprehension as well.</i></p> <p><i>Evidence – 67% (2/3) of PP children in year 2 at exp or + AP1 (Dec 19) in w, r and m. Compared to 75% at AP1 (Dec18), one child has left.</i></p> <p><i>One SEN child impacted due to poor attendance – see that section for actions.</i></p> <p>Reviewed July 20</p>
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	<p>To provide a broad and balanced curriculum through effective and bespoke delivery of the foundation subjects such as geography, history, art and music.</p>	<p>We have identified that many of our disadvantaged children lack the life experiences of their non - disadvantaged peers. To address this we have worked to create a curriculum aimed to tackle this issue.</p> <p>The Chartered College of Teaching states:</p> <p>“a balanced and broadly based curriculum which (a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and (b) prepares such pupils for the</p>	<p>Through careful planning of each Learning Challenge, so that opportunities are provided to broaden life experiences and develop a better understanding of the world.</p> <p>Phases will plan together, taking into account the knowledge and skills needed for each Learning Challenge. The knowledge and skills will be revisited at different times throughout the year to ensure that learning is, ‘sticky’.</p>		<p><i>Enhanced provision Friday PM 2.15-3.00. Activities include: Yoga, ICT club, art, music/singing, craft, designing and building board games. (Particularly aimed at the 50% of KS2 PP/SEN boys)</i></p> <p><i>Year 3/4 - Craft design activities embedded through their learning challenges, such as designing and building an Anglo Saxon Settlement</i></p> <p><i>Year 5/6 – two experience days – Henry VIII and Maya Workshop day</i></p> <p><i>Debating unit of work in English– year 5/6</i></p>
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		<p>opportunities, responsibilities and experiences of adult life.”</p> <p>Some of the ways we will deliver this action: enhanced vocabulary provision, experiences both in school, the local community and further afield, music and art experiences</p>	<p><u>Year 2 (2020/21)</u></p> <p>In order to ensure all disadvantaged children are receiving the best education, their needs will be taken into account in the Recovery Curriculum plan.</p> <p>Boosting will take place for Year 6 pupils</p> <p>Theme Days will be planned, for example, year 5/6 WWII day, year 3/4 Suffragette Day. These will help with enhancing the cultural experiences for our children, in the period when external visitors or trips are unable to take place.</p> <p>Whole school implementation of verbal whole class feedback in English. This will be adapted to allow for smaller group feedback for PP children in each class.</p> <p>Bottom 20% of readers will continue to benefit</p>		<p><i>Shakespeare unit on Macbeth in year 5/6 English</i></p> <p><i>BBC Ten Pieces Music Lessons used by all staff and also in assembly</i></p> <p>Reviewed July 2021</p> <p><i>Through the curriculum, ch have benefited from similar cultural capital experiences as the previous year (where able due to Covid restrictions)</i></p> <p><i>Bottom 20% readers -</i></p> <p><u>KS1</u></p> <p><i>50% of year 2 PP chn exp+ in reading</i></p> <p><i>80% of year 2 Non PP chn exp+ in reading</i></p> <p><u>KS2</u></p> <p><i>14% of year 6 PP chn exp+ in reading</i></p> <p><i>74% of year 6 non PP chn exp+ in reading</i></p> <p><i>Substantial gaps in both EOKS1 AND EOKS2 results.</i></p> <p><i>Reading priority on the 2021-22</i></p>
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			<p>from daily reading sessions.</p> <p>As soon as possible Friday enhanced provision sessions will restart.</p>		<p><i>PP statement (see separate document)</i></p>
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Year 3 (2021/22)

Boosting groups such as Maths and Cake and the Sats Social will resume this year.

Cultural capital experiences:

- Increased competition/festival attendance
- Trips for all year groups
- Music groups
- Choir and Young Voices
- Tree planting, including community
- Many more events planned

Reading with 20% lowest readers will be across the school and there will be a focus on reading/phonics and vocabulary in the 21-22 PP statement.

Purchase of RWI and accelerated reader for year 3 of this plan.

Weekly boosting for PP chn 1 session per week

			with teacher, focus will shift depending on dialogue with class teachers.		
Action	Intended outcome	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improve confidence and self-esteem of disadvantaged children by providing a specific mentor for pupil premium children</p> <p>PP TA to work across KS2 and run pupil conferences</p> <p>Recovery Curriculum – Specific references to wellbeing, mental health, SEMH</p>	<p>Children to build self-work/self-esteem.</p> <p>Regular opportunity for disadvantaged children to speak to an adult about wide range of issues. Intention is to boost self-belief, confidence, self-esteem and for staff to be aware of any issues.</p>	<p>Research by National Children's Bureau on mental health shows that supporting mental health contributes to the positive academic environment and can enhance attainment levels and reduce exclusions. The emotional well-being of some of our PP children is affected as a result of external factors such as attachment, bereavement, anxiety of what is happening at home.</p>	<p><u>Year 1 (2019/20)</u></p> <p>Regular feedback from nurture mentor, staff/pupils. Observations/drop ins show improvements in attitudes to lessons and less interruptions in learning.</p> <p>Improvements in attendance data</p> <p>Evidence in learning walks and drop ins.</p> <p>Monitor number of exclusions</p>	<p>PH, SS, RB</p>	<p>Reviewed July 2020</p> <p><i>PP chn have been assigned a mentor</i></p> <p><i>As of January 2020 this has been unable to start because of the long term absence of a member of staff.</i></p> <p>Reviewed July 2021</p> <p><i>Our recovery curriculum will continue to focus on SEMH. We have already put plans in place to enhance our response to the impact of Covid on our</i></p>

			<p><u>Year 2 (2020/21)</u></p> <p>All staff working from the recovery curriculum to support wellbeing of all pupils, including PP children.</p> <p>Children are assessed at Level 1, 2 or 3 and support is put into place. See separate Recovery Curriculum document.</p> <p>Extra contact/support for disadvantaged children in event of another lockdown.</p>		<p><i>children's mental health and wellbeing. Examples include - Nurture/Early Help/ELSA/Thrive</i></p>
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Year 3 (2021/22)

Due to the increased focus on mental health, wellbeing, self-esteem a number of initiatives will begin or continue in the 3rd year of the plan.

- Derbyshire Nuture Team will work with groups of chn for the first ½ term and train 2 members of staff to run nurture for the rest of the year
- Early Help will work with families, colleague will work in school one day per week
- 1 TA will take part in training to

<p>Implement mental health training programme – Thrive</p> <p>Run Lego Therapy intervention</p> <p>Midday Supervisors to read daily with bottom 20% pupils</p> <p>Extra reading resources purchased for disadvantaged children in school:</p> <ul style="list-style-type: none"> Wider variety of Guided reading books Cracking Comprehension subscription 	<p>To build confidence of staff to recognise and support mental health issues in children See SIP for extra information.</p> <p>Improve positive play, turn taking, SEMH of pp children selected to take part</p>	<p>Research from the Thrive Approach states that, <i>“If children have been thrown off track, either temporarily or over longer periods, Thrive helps us understand the needs being signalled by their behaviour and gives us targeted strategies and activities to help them re-engage.”</i></p> <p>We recognise that our school has pupils who will benefit from this approach. Year 3/4 will be the first year group to benefit.</p> <p>‘LEGO® therapy has been proven to be an effective way for children with social difficulties associated with Autism, Asperger Syndrome, Anxiety, Depression or Adjustment Disorders to improve and practice their social interaction and communication skills. Improvements in social competence enable students to sustain lasting friendships and reach their highest potential.’ -</p>	<p>Year 1 (2019/20)</p> <p>RB and ST to feedback on training to staff and staff to teach children strategies to support mental health.</p> <p>Regular monitoring from staff member administering the intervention.</p> <p>Feedback to class teachers</p> <p>Communication between all staff members regarding engagement and interactions of the children taking part in the intervention</p> <p>Year 2 (2020/21)</p> <p>Best practice and training to be implemented from staff who attended Thrive Training.</p> <p>Lego therapy to continue with selected children.</p> <p>Midday supervisors to continue to supplement daily reading with bottom 20%.</p>	<p>RB, ST</p> <p>PH, NRM</p>	<p>RB attended December 2020</p> <p><i>RB to feedback to staff Summer term 20</i></p> <p><i>Lego therapy has been taking place with a selection of PP children taking part in the groups.</i></p> <p>Reviewed July 2021</p> <p><i>End of key stage results</i></p>
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		Hannah Coles – welovebricks.com	<p><u>Year 3 (2021/2022)</u> Further resources for reading have been purchased such as RWI and Accelerated Reader.</p> <p>Enrichment books – project designed to ensure that all children have a high quality picture book to take home and read.</p>		
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i. Targeted Support and Other Approaches

iii. Planned Expenditure for Targeted Support and Other Approaches

Academic Year 1

2019-2020

Type	Description of Expenditure	Cost
Breakfast & After school club	Staffing, running costs and cost of food	£26,057.00
Support for families	Fair Share	£670.00
	Extra staff for supporting families with safeguarding and social care issues	£1688.70
	Attendance Officer Role	£1200.00
	Pupil Premium Coordinator Role	£2047.50
Extracurricular	Sports - Free club	£500.00
	Rocksteady -Music (10 children)	£900.00
	Trips - Financial support towards donation	£750.00
Stationery	Resources for children	£4375.00
Curriculum and other resources Other Expenditure	Reading records for disadvantaged children – time to create plus printing costs	£210.10
	Maths Resources	£2,000.00
	Extra home school resources and stationery including printing costs	£600.00
	PSHE Books	£200.00
	Samsung Tablet for PP+ pupil	£475.00
	Kindles x4	£280.00
	4G dongles for home learning	£200.00
	25x Chromebooks for supporting home learning	£6250.00
	Proportion of cost for EYFS Outdoor Area	£4615.00
	Total expenditure:	£53,018.30

Academic Year 2

2020-2021

Total anticipated expenditure:

Type	Description of Expenditure	Cost
Breakfast & After school club	Staffing, running costs and cost of food	£27,000.00
Support for families	Fair Share	£670.00
	Extra staff for supporting families with safeguarding and social care issues	£1800.00
	Attendance Officer Role	£1200.00
	Pupil Premium Coordinator Role	£2047.50
Extracurricular	Sports - Free club	£500.00
	Trips - Financial support towards donation (in anticipation of resuming trips and residentials)	£1000.00
Stationery	Resources for children	£6000.00
	Reading records for disadvantaged children – time to create plus printing costs	£210.10
Curriculum and other resources	Extra home school resources and stationery including printing costs	£400.00
	Discretionary amount put aside to support home learning in the event of lockdown Extra resources, chromebooks, 4G dongles, printing costs, staff support for disadvantaged families.	£5000.00
Nurture	Expected spend based on staff salaries in anticipation of nurture being able to resume.	£6000.00
	Total anticipated expenditure:	£51,827.60

Academic Year 3 2021-2022	Total anticipated expenditure: Please see the Pupil Premium Statement for 2021-2022.				
Action	Intended outcome	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Use of nurture club 2 afternoons per week</p> <p>Set aside 1 afternoon session per 2 weeks for pupil premium champion to monitor books, carry out learning walks, support staff with any pupil premium related issues, run interventions if required.</p> <p>Monitor progress and engagement of our disadvantaged pupils in non – academic areas – this is not complete but has been started</p> <p>Pupil Premium Children in KS1 and 2 to benefit from extra PE session each week - this is not complete but has been started</p> <p>Implement reward system for attendance</p>	<p>To improve self- esteem, self- worth and behaviour for learning of disadvantaged children</p> <p>Liaise with other staff members (teachers, senco, attendance officers, head teacher)</p> <p>Monitor progress and effectiveness of strategy</p> <p>Ensure we are providing our pupil premium children with a well – rounded education. They should be considered first when appointing positions of responsibility within school</p> <p>To improve coordination and skills.</p> <p>To increase fitness.</p> <p>For enjoyment</p> <p>To build relationships with peers by working on team building skills.</p>	<p>*Evidence in “Additional Detail” section at the bottom of the strategy.</p> <p>I have learned that setting aside designated time to evaluate progress of actions is vital.</p> <p>Pupils need to access learning in order to improve attainment and achievement. Research such as NFER</p>	<p>Year 1 (2020/21)</p> <p>Regular monitoring from staff member administering nurture.</p> <p>Feedback to class teachers.</p> <p>Communication between all staff members regarding engagement and interactions of the children taking part in nurture.</p> <p>Timetable regular sessions.</p> <p>Input for staff during inset day. Set up and monitor data collection sheets on Google Drive</p> <p>Timetable through year – Tuesday and Thursday PM sessions with ESSP coach (Tuesday) and Progressive Sports coach (Thursday)</p> <p>Close liaison between Attendance Officers (KS, SU), Pupil Premium co-ordinator and Headteacher in identification of pupils</p>	<p>PH, AK</p> <p>PH</p> <p>All staff and PH</p> <p>PH</p>	<p>Reviewed Feb 2020</p> <p><i>Due to long term staff absence nurture hasn't taken place up to Feb 2020.</i></p> <p><i>December 2019:</i></p> <p><i>5/14 class ambassadors are pupil premium children</i></p> <p><i>5/14 School Council Members</i></p> <p><i>8/12 Library Assistants</i></p> <p><i>6/14 Eco Club reps</i></p> <p><i>4/8 House Captains</i></p> <p><i>36/68 disadvantaged pupils have benefitted so far and during the school year all pupil premium children will benefit for at least one half term period</i></p> <p><i>We have attendance awards each week during our celebration assembly – see attendance data below</i></p>
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<p>To offer disadvantaged children attendance at breakfast club for free from 8.15</p> <p>To offer one session per week for free at after school club for our disadvantaged children (3.15-6pm if required)</p> <p>Attendance Officers (KS, FS, CH) monitors pupils across whole school and quickly intervenes using 'First day response' procedures. Attendance Officer to phone parent/carer of absent PP children first (use time 9 – 9.30)</p> <p>Support families unable to afford trips/visits by contributing up to 50% of cost</p> <p>Provide support for safeguarding issues surrounding pupil premium children</p>	<p>To develop social skills by interacting with peers and sports coaches</p> <p>To reduce persistent absenteeism amongst disadvantaged children – see attendance data below</p> <p>To reduce lateness amongst disadvantaged children.</p> <p>To increase attendance of our disadvantaged children</p> <p>To provide our disadvantaged children with a healthy breakfast</p> <p>A chance for our disadvantage children to do homework and use school laptops/tablets if necessary.</p> <p>Disadvantaged children can have an adult listen to them read.</p> <p>To provide a healthy meal after school for our disadvantaged children</p>	<p>demonstrates addressing attendance is a key step.</p> <p>In 2018-2019 65% of our persistent absentees (PA) were disadvantaged children, compared to 35% who are non - disadvantaged. This meant that 22% of our pupil premium children were PA.</p> <p>In the past we have had families approach the school to ask for support.</p> <p>It is vital that early intervention occurs and that robust procedures are in place.</p>	<p>and effective procedures in place.</p> <p>Promote to parents through letters and texts. Monitor attendance regularly. Support staff who run the clubs with training/guidance on supporting the children with their learning.</p> <p>Ensure families are aware that the funds are available if required.</p> <p>By ensuring that the correct protocol for any safeguarding issues is followed</p> <p><u>Year 2 (2020/21)</u></p> <p>CH taken on Safeguarding role whilst KS on maternity.</p> <p>Free breakfast and after school club to be monitored and put back into place once club attendance has settled and staff are comfortable with bubble arrangements.</p> <p>PE sessions for PP children will recommence once it is safe to mix bubbles.</p>		<p><i>December analysis of data showed that attendance at breakfast club increased throughout the Autumn term</i></p> <p><i>Week Beginning – 02.12.19 109 attended sessions at breakfast club</i></p> <p><i>75 attended by disadvantaged children</i></p> <p><i>69% of sessions attended by disadvantaged children</i></p> <p><i>72 attended sessions at after school club</i></p> <p><i>18 attended by disadvantaged children</i></p> <p><i>25% of sessions attended by disadvantaged children</i></p> <p>Spring 2020 Update –</p> <p><i>PP overall attendance 92% vs overall attendance of all pupils 95%</i></p> <p><i>PP attendance figure impacted by particular individuals – this is being addressed thoroughly in a range of ways.</i></p> <p><i>% of PA who are PP 52% vs Spring 2019 73%</i></p>
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	<p>To ensure all disadvantaged children benefit from the same experiences as non - disadvantaged children</p> <p>KS (Safeguarding officer) to intervene and follow procedures in place for any safeguarding issues</p>		<p>Nurture is integrated into the Recovery Curriculum. Nurture sessions will commence once children are able to cross bubbles.</p> <p>FS to take on role of Attendance Officer</p>		<p><i>The 52% has also dropped from 55% in Autumn 1 and 2.</i></p> <p><i>Figures show that actions are having an impact on % of PA who are PP</i></p> <p><i>CH supporting from Spring term with admin support 1 afternoon per week</i></p>
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	<p>that arise regarding disadvantaged children</p>		<p><u>Year 3 (2021/22)</u></p> <p>Nurture will resume with the Derbyshire Nurture Team running a nurture group in the first half term of 2021. They will also train 2 members of staff.</p> <p>DSL will continue to monitor safeguarding issues with our disadvantaged children. The DSL and PP coordinator will work closely together to support families and the Early Help officer (based in school 1 day per week)</p> <p>A proportion of the budget will be put aside to support families with paying for trips and experiences.</p>		<p>Reviewed July 2021</p> <p><u>Attendance - 2020-21</u> <i>Chn in school 206</i> <i>PP chn 45</i> <i>PP attendance 94.25%</i> <i>Non-PP attendance 96.49%</i></p> <p><i>Difference = 2.24%</i></p> <p><u>Persistent Absentee – 2020-21</u> <i>5 PP chn were PA 11.1%</i> <i>5 Non PP chn were PA 9.3%</i></p> <p><i>Difference = 1.8%</i></p>
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Total Expenditure

	Academic Year 1 2019-2020	Academic Year 2 2020-2021	Academic Year 3 2021-2022
Quality First Teaching	£46,532.00	£33,347.00	Please see Pupil Premium Statement for 2021-2022
Targeted support and other approaches	£53,018.30	£51,827.60	Please see Pupil Premium Statement for 2021-2022
Total spend or anticipated total spend	£99,550.00	£85,174.60	Please see Pupil Premium Statement for 2021-2022