



Use of the Pupil Premium in 2020/21 and plans for the next academic year

The following have been identified as possible barriers to be addressed using the funding:

In school barriers	
1.	Communication and Language, including vocabulary
2.	Special Educational Needs in learning – around 30% of pupils in receipt of PPG have SEND
3.	Children's resilience and self-esteem
4.	Attitudes to Learning
5.	Restrictions and procedures due to COVID
External barriers	
1.	Home Circumstances
2.	Emotional Needs or mental health concerns with parents
3.	Support with Learning
4.	Children arriving at school unprepared or late
5.	Communication and language in the home
6.	Access to IT for home-learning
7.	Home-learning opportunities, in the event of lockdown
Desired outcomes	
1.	Children will develop a love of learning and an attitude for 'life long learning'
2.	Children will be enthusiastic learners and make progress in the subjects taught
3.	Children will develop a passion for reading and read more regularly Children will be able to discuss the material they have read and express opinions
4.	Children will be enthusiastic learners and make progress in writing for a range of purposes Children will be able to articulate targets and achievements
5.	Children will be enthusiastic learners and make progress in maths Children will be able to articulate targets and achievements
6.	Children's self-esteem, emotional well-being and resilience will be developed; this may be achieved through the development of fitness and sporting skills and additional clubs
7.	Children will have increased vocabulary and apply to communication, reading and writing
8.	Children will develop 'cultural capital, through access to experiences, such as 'WOW days', residential visits and extra-curricular clubs (where appropriate)

We have adopted a 3 tiered approach to use of pupil premium funding:

1. Spending on improving teaching, including: professional development, training and support for teachers; ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving.
2. Targeted academic support, including linking structured one-to-one or small group intervention to classroom teaching, providing access to IT for home-learning and additional support in class
3. Wider strategies that relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. This includes the financial investment in our Welfare Officer.

Action Plan to Address Areas for Development

Focus	Barriers To Learning	Desired Outcomes	Success Criteria	Strategies	Impact
Ensure a recovery curriculum bridges post-COVID gaps	<p>Access to IT in the home</p> <p>Support for home-learning</p> <p>Access to a range of experiences during lockdown</p>	<p>All children will have access to IT for home-learning</p> <p>All children will be able to access good quality teaching within school and at home, in the event of a lockdown</p>	Children will achieve expected progress or better, aiming for Age Related Expectations (ARE) or above.	<p>WMAT to supply Chromebooks for pupils with no access to IT at home</p> <p>Recovery curriculum to focus on reading, writing and maths, using WMAT strategies consistently</p> <p>In the event of a lockdown, teachers to provide virtual lessons for pupils in reading and writing; use White Rose videos and support for maths and use additional virtual teaching or resources for non-core</p>	
Improving levels in Reading	<p>30% of pupils in receipt of PPG are SEN</p> <p>Pupil voice informs us that children don't read for enjoyment</p>	<p>Children will be enthusiastic learners and make progress in the subjects taught.</p> <p>Children will demonstrate a</p>	Children will achieve expected progress or better, aiming for Age Related Expectations (ARE) or above.	<p>CPD/training for teachers on use of whole class reading</p> <p>Teacher visits English specialist at BLS as good example</p>	

	<p>Children may come into school unprepared for the day's learning.</p> <p>Pupil voice tells us that children don't see reading as a strategy to improve their writing</p> <p>Attitude to learning and 'cultural capital' to engage effectively with the curriculum</p>	<p>keenness to read at home more regularly.</p> <p>Children will be able to discuss the material they have read, express opinions, retrieve information and make inferences (PIRA data shows that inference is an area for development).</p> <p>Engagement in learning and the 'cultural capital' to engage effectively with the curriculum</p>		<p>Individual support with reading (i.e. pre-teaching); whole class reading comprehension; Additional phonics support through ReadWrite Inc., where appropriate</p> <p>Use of funding to purchase inspiring texts for curriculum and class libraries/whole school library</p> <p>Key worker meetings to discuss support and needs.</p> <p>Cross curricular links that provide hooks for children's learning and build cultural capital</p>	
<p>Improving levels in Writing</p>		<p>Children will be enthusiastic learners and make progress in writing.</p> <p>Children will be able to articulate targets and achievements.</p>		<p>CPD/use of expanded success criteria and in modelling writing.</p> <p>Develop teaching of vocabulary and use of knowledge organisers across the school.</p> <p>Booster sessions after school; Small group support in class; Individual target work; RWI</p>	

				<p>Key worker meetings to discuss support and needs.</p> <p>Books for classes and libraries and individual children (in receipt of PP funding)</p>	
Improving levels in Maths		<p>Children will be enthusiastic learners and make progress in maths.</p> <p>Children will be able to articulate targets and achievements.</p>		<p>Retrieval maths curriculum and additional fluency 'on the boil' sessions</p> <p>Booster sessions after school; Small group support in class; Individual target work; mastery maths; 1-1 support, where appropriate; Observations and learning walks to monitor engagement and provide support</p>	
Focus	Barriers To Learning	Desired Outcomes	Success Criteria	Strategies	Impact
To improve children's self-esteem, emotional well-being and resilience;	Disadvantaged or disrupted domestic situations, including parents' mental well-being	Children are confident to talk through concerns and have a key worker to support and meet needs.	Children are making progress emotionally and educationally – shown through data and through pupil/parent/ Staff voice	<p>1:1 sessions on managing emotions for identified pupils</p> <p>Use of Welfare Officer to re-engage in learning; Therapeutic mentoring</p> <p>Support for parents from Welfare Officer, including leading</p>	

				EHAs, support at TAFs, 1:1 meetings and support, phone support	
				Well-being sessions within curriculum and focus on PSHE, ensuring gaps from lockdown are addressed	
				Ensure children have access to food and water	

Planned Expenditure 2020-21

We estimate that we will be allocated £55,055 for DA students. (Research shows that investment in staffing has the biggest impact upon Pupil Premium students so it is for this reason that we have continued to recruit new staff or fund existing staff with a large proportion of this funding. Each intervention undertaken is impact assessed so that we can streamline our position in the most effective way.)

The money is currently being spent in the following way:

Activity	Amount
Laptops for pupils	£6,600
CPD	£2,000
DA training with the WMAT	£400
Welfare Officer	£28,500
Year 6 maths and English booster (after-school)	£500
Non-contact time to for children in receipt PPG to meet with key workers	£500
Residential Visits financial support	£850
Educational Visits	£1360
Breakfast Club, After-school and Homework Clubs	£1800
Reading books	£2,500
Curriculum resources to ensure a rich set of learning experiences	£2000
Resources for Mastery Maths and interventions	£1,000
Forest Schools	£ 2,000
Extra-curricular clubs	£1500
Shine intervention	£1,000
Non-contact time for DA champion	£2,500
Total:	£ 55,010

Planned Expenditure 2021/22

We have estimated that we will receive approximately £55,000 for the academic year 2021/22
This has currently been allocated in the following way but is possibly subject to change:

Activity	Amount
Additional support through intervention programmes	£4,800
CPD	£1,500
IT for pupils	£2,000
Welfare Officer	£29,000
Year 6 maths and English booster (after-school)	£500
Non-contact time to for children in receipt PPG to meet with key workers	£500
Curriculum resources to ensure a rich set of learning experiences	£3000
Residential Visits financial support	£ 850.00
Educational Visits	£ 1,700.00
Breakfast Club, After-school and Homework Clubs	£1800
Reading books	£2,000
Resources for Mastery Maths and interventions	£ 1,500
Forest Schools	£ 2,000.00
Extra-curricular clubs	£1,500
Non-contact time for DA champion	£2,500
Total:	£55,150

How will we evaluate impact?

Monitoring strategies for student achievement include:

- Attainment measures
- Levels of progress made by students in English and Maths
- Detailed value added data
- Qualitative data on overall learning experiences

Outcomes from Academic Year 2019-20

There is no end of year data for 2019-20 due to school closure