

## 1. Review of Pupil Premium expenditure – July 2020

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned	Will this strategy continue?
A. Improved social and mental well-being of pupils.	Staff training on Yoga, mental health. Two members of staff as staff leads across the school. School working as accelerator school with CAMHS to develop mental health, knowledge, skills and support for children. Yoga to be taught across all year groups by a specialist teacher.	We began to see a difference in the mental health and well-being of our PP pupils. However, due to COVID 19 and school closure in March, we were unable to see the full impact this objective has had.	Pupil voice discussions with pupil premium pupils showed that the children were enjoying the yoga activities and working with our school based learning monitor. Teachers commented that there was an increase in class participation and application to work. Due to the current situation, mental health and well-being is a high priority on our SDP and this will continue on the pupil premium strategy next year.	Yes

### ii. Targeted support

Desired outcome	Chosen action/approach	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)	Will this strategy continue?
-----------------	------------------------	--	---	------------------------------

<p>B. Improved outcomes for pupil premium pupils.</p>	<p>Review interventions and allow SEN and pp low attaining pupils the opportunity to access the full curriculum, working with peers as mentors.</p> <p>Staff training on developing questioning in order to ensure rapid progress of learners.</p> <p>Homework club- Two weekly after school clubs to support Pupils Premium pupils in completing their homework.</p> <p>Inclusion in school trips- Enhanced learning opportunities across the curriculum.</p> <p>Develop new skills across the curriculum</p> <p>Funding for school trips and residential visits: Raised individual children's self-esteem and enhancing emotional/social development and interaction. Inclusion in the residential giving new life experiences.</p> <p>Year 6 booster sessions: Small Group booster for 'Expected Standard' mathematics and Grammar.</p>	<p>Low ability pupils eligible for PP are making less progress than other low attaining pupils across the school in reading, writing and maths. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train all staff in practices to provide stretch and encouragement for these pupils.</p> <p>Giving all pupils opportunities to enhance their learning on school trips will develop social interaction and raise self-esteem, therefore improving pupil outcomes.</p>	<p>Reciprocal reading has benefitted many of the children (teacher voice)</p> <p>New Babcock spelling scheme is improving spelling in children's writing as evidenced in their books. SWST scores were improving before the national lockdown.</p> <p>Arithmetic and Maths Memory joggers were used consistently to raise the attainment of pp pupils. Teacher assessment showed progress in this area, however due to the national lockdown in March, this progress has now slowed due to children accessing homelearning at different levels.</p> <p>Reading has been identified as being an area to develop across the school to ensure all books are matched to pupil ability. This is significantly important for the upcoming year due to the lockdown to ensure that all pupils make accelerated progress in reading and phonics.</p> <p>Due to the national lockdown, school trips and residential visits were cancelled, therefore pp pupils were unable to access the wider opportunities planned for them.</p>	<p>Yes- The attainment of pp pupils still needs to improve, from baseline internal data analysis.</p> <p>Teaching assistants are being used within the classrooms as a point of need.</p> <p>Pre-teaching is focusing on pupil premium pupils across KS1 and 2.</p> <p>Residential visits have been booked for 2021 (dependant on national guidance)</p> <p>School trips are suspended temporarily until we are given guidance on how we can move forward to ensure they are safe for our pupils.</p>
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Will this strategy continue?</b></p>
<p>C. Behaviour of KS1 pupils improved</p>	<p>Introduce a Good to be green behaviour system leading to Golden time.</p>	<p>This system proved to be beneficial for all and behaviour of KS1 pupils did improve before March 2020.</p>	<p>From discussions with staff and whole school monitoring, the behaviour of pupils has improved across the school and the pupils understand the new behaviour log. They are responding positively to certificates and stickers and this has resulted in Golden time for KS1. This system is now embedded therefore will no longer be a priority on our new strategy.</p>	<p>No</p>

<p>D. Improve social and mental well-being of a group of pupils.</p>	<p>1:1 and small group work focusing on mental health and self-esteem work with a TA.</p>	<p>Some of the students need targeted support to improve their confidence and change their mindset. Working in collaboration with a mentor from a local secondary school and seeing the impact that they have had with pupils has instigated the training of some staff to work with our vulnerable pupils. These pupils made significant progress and resulted in exiting from the extra support as they had learned strategies of how to support their mental health independently. However, due to being absent from school since March 2020, these pupils have remained a priority, therefore we will continue with this objective this year.</p>	<p>1:1 TA reports an improved confidence with the pupils she works with and teachers have reported a noticeable improved attitude towards learning in the classroom up to March 2020.</p> <p>Ensure all pupil premium pupils are given the opportunity to work with our school learning mentor to ensure mental health is a priority.</p>	<p>Yes- This will continue as we believe it will improve the attainment and progress of pupil premium pupils next term and it is significant in the current climate.</p>
<p>E Attendance above 90% for all PP pupils and attendance for all PP pupils to be at least in line with the national average (95.4% - 2015/16</p>	<p>Attendance Meeting with parent/carer as soon as attendance is below 93%. ESW in attendance at meetings if below 90%.</p>	<p>If pupils are not in school, we are unable to improve their attainment. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Attendance for all pupil premium pupils was above 96% for Spring term until March 2020. However, due to the rules with isolation and other factors at home which may hinder attendance, this will remain a priority to ensure all pupils are attending school.</p>	<p>Yes- Continue to monitor and engage with parents.</p>