Pupil premium strategy statement 2020-2021: Westoe Crown Primary School

Pupil Premium Information

The Pupil Premium is additional funding given to schools so that they can support particular groups of pupils who are known to be at risk of underachievement and close the attainment gap between them and their peers. The Pupil Premium is allocated to schools for pupils in Year R to Year 11 that are known to be eligible for free school meals (FSM) or who have been eligible for FSM in the last 6 years (Ever6).
In the 20/21 financial year, schools received £1,345 for each eligible primary aged pupil and in 2019/20 financial year the schools they received £1,320 for each child registered as eligible for FSM at any point in the last 6 years.
Schools will also receive £2,345 for each looked after pupil who:

- Has been looked after for one day or more
- Was adopted from care on or after 30th December 2005, or left under care
- A special guardianship or residential order

Schools have also been allocated £80 per pupil in respect of Catch Up Funding to address gaps in learning caused by COVID-19 outbreak.
More information is available on the Department for Education website: https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings
It is for schools to decide how the pupil premium is spent, however, schools are held accountable for how they use this additional funding to support children from low income families. From September 2012 schools have been obliged to publish this information on the school website.
Please see below information regarding how this funding has been spent at Westoe Crown in 2019-2020 and how it will be spent in 2020-2021 and the impact of this funding.

1. Summary Information

School	Westoe Crown Primary School				
Academic Year	2019/20	**Total PP budget**	£162,480	**Date of most recent PP Review** **11/19, termly under SDP Priority 4**	Termly – SDP Priority 4
Total number of pupils	695	**Number of pupils eligible for PP**	110	**Date for next internal review of this strategy**	11/20
Academic Year	2020/21	**Total PP budget** **Total COVID DfE Catch Up Funding**	£178,190 £47,840	**Date of most recent PP Review** **6/20, termly under SDP Priority 4/5**	Termly – SDP Priority 4/5
Total number of pupils	687	**Number of pupils eligible for PP**	121	**Date for next internal review of this strategy**	11/21

2. End of Year Attainment 2019/20

Due to the COVID -19 (Coronavirus) outbreak school was closed from 23rd March 2020 and started to re-open to Year 6 in June 2020. Due to these unprecedented circumstances, there was no data collection nationally, as all national curriculum tests/checks were cancelled.

Internal Teacher Assessment tracking March 2020

Whole School Attainment (Mar 2020)

Year	Reading	Writing	Maths
Age related expectations and above			
1	73%	85%	76%
2	69%	68%	87%
3	73%	63%	73%
4	73%	64%	73%
5	76%	69%	77%
6	72%	73%	79%

Year	Reading	Writing	Maths
Greater Depth			
1	32%	18%	20%
2	17%	12%	18%
3	28%	14%	29%
4	26%	18%	35%
5	36%	26%	32%
6	38%	24%	34%

Whole School Progress (Mar 2020)

Yr	Good Progress+			Accelerated Progress		
	R	W	M	R	W	M
1	85%	87%	87%	41%	34%	31%
2	77%	80%	90%	4%	10%	11%
3	90%	86%	84%	6%	11%	10%
4	95%	95%	91%	17%	13%	8%
5	87%	91%	89%	8%	11%	8%
6	94%	94%	84%	23%	16%	41%

Whole School Disadvantaged Attainment (Mar 2020)

Year	Reading	Writing	Maths
Age related expectations and above			
1 (14 pupils)	64%	71%	71%
2 (17 pupils)	53%	41%	59%
3 (16 pupils)	75%	50%	69%
4 (15 pupils)	67%	40%	80%
5 (10 pupils)	70%	40%	70%
6 (14 pupils)	50%	50%	64%

Year	Reading	Writing	Maths
Greater Depth			
1 (14 pupils)	21%	14%	21%
2 (17 pupils)	6%	6%	12%
3 (16 pupils)	6%	0%	13%
4 (15 pupils)	13%	7%	27%
5 (10 pupils)	30%	20%	10%
6 (14 pupils)	29%	14%	36%

Disadvantaged Progress (April 2020)

Yr	Good Progress+			Accelerated Progress		
	R	W	M	R	W	M
1 (14 pupils)	71%	79%	79%	29%	36%	43%
2 (17 pupils)	76%	71%	94%	0%	0%	24%
3 (16 pupils)	81%	69%	69%	6%	13%	6%
4 (15 pupils)	100%	100%	100%	27%	20%	7%
5 (10 pupils)	100%	90%	80%	30%	20%	10%
6 (14 pupils)	93%	86%	93%	43%	36%	50%

3. 3 Year vision/Strategy for Pupil Premium at Westoe Crown 2020-2022

	Long-term Barriers	***Desired Outcomes***	***Success Criteria Autumn 2020***	***Success Criteria Autumn 2021***	***Success Criteria Autumn 2022***
A	A high proportion of pupil eligible for pupil premium also have identified special needs. Our PP children often struggle with basic concepts and require additional support via interventions/schemes used to raise achievement across subjects, as well as support from outside agencies such as SALT, OT, Ed Psych **– Intervention Support**	The gap between those eligible for PP and others diminishes in all subjects across all year groups and that children make accelerated progress. Children access appropriate interventions and services	Effective early intervention strategies narrow the gap in EYFS,KS1 & KS2 in reading, writing and maths at expected+ standard. The gap in Year 1 Phonics Check diminishes completely	The attainment gaps in EYFS/KS1/KS2 narrows further at the expected standard + The Year 1 Phonics Check gap remains closed. KS1 and KS2 greater depth results show gap is narrowing in all subjects	All gaps have closed or are rapidly diminishing as a result of adult interventions and skills of staff at the expected standard + KS1 and KS2 greater depth results are close to others in all subjects. Anticipate funding will remain in this category as this challenge will always be present.
B	**Communication and Language** - Oral language skills in Reception are lower for PP children than for others. This impacts on reading and writing progress in subsequent years and access to other parts of the curriculum	Improved oral language skills for PP children in EYFS	The gap in Communication & Language strand narrows as a result of quality provision/opportunities to develop C&L/interventions delivered under direct of SALT, Early TalkBoost/Talk Boost in EYFS	The gap diminishes in C&L strand by end of Reception Year.	The gap remains closed and impacts positively on gaps in other strands, including literacy and maths in subsequent years.
C	**Emotional Needs** – some of our most vulnerable children need additional emotional support. The children's emotional resilience is low when compared with their peers. These barriers affect the children's learning, therefore we offer a number of mechanisms to support them e.g. Nurture groups, Child & Family Welfare Officer, Mental Health Champion intervention (Mindfulness), LA Emotional Resilience, Child & Heart Sessions	The children have a greater level of emotional resilience and are better equipped to deal with a variety of situations. Children are in a better emotional state in which to learn and access the classroom more fully.	Pupils take a greater lead in running aspects of school life. Increased participation in Buddying, Eco Council, School Council, Enterprise Clubs, Nurture Clubs, Sporting Clubs Introduction of Digital Leaders	Fully embed/develop various pastoral/citizenship roles in school. Introduce Career aspirations to motivate and improve self-esteem – a careers curriculum to be developed by LOL Bus, Innovation and Enterprise	Continue to develop opportunities to raise aspiration, self-esteem and emotional resilience. The school will continue to purchase additional specialist support as needs emerge with new pupils.

	Barriers	Desired Outcomes	Success Criteria Autumn 2020	Success Criteria Autumn 2021	Success Criteria Autumn 2022
D	**Enrichment** - limited wider experiences and skills is addressed by the delivery of quality delivery of a rich and varied curriculum, where children have the opportunity to experience learning through developing wider skills of enterprise, creativity, educational visits, specialist skills visitors in school. Limited financial resources to purchase resources e.g. digital devices	Children have access to a range of experiences designed to develop the whole child. Children are able to draw upon these experiences in their reading, writing and maths. Pupils eligible for PP access the same life chances as their peers, participating in school trips and through these first hand experiences apply their new skills for new learning across the curriculum.	These are vital areas of expenditure for our children as it raises aspirations, improves cultural capital, improves children's knowledge of the wider world and has a significant impact on pupils' academic understanding. These will always be areas of funding for our children and community because it has a positive impact. Enriched curriculum – continue to develop exciting environments e.g. reading village, phonics bus, outdoor playground, enterprise activities (Factories in KS2/South Tyneside School Market Day), STEM curriculum, Book Vending machine. Varied educational visits including residential trips to Y4 Berwick/Edinburgh, Y5 London Trip, Y6 Outdoor Activity Residential. Visits to local landmarks, secondary schools science labs, universities Opportunities for visitors – authors, engineers, University, artists, theatre productions. To give more access to technological devices at home, particularly important for home learning due to COVID-19 outbreak. All children to have access to a digital device by Autumn 2021 for home learning.		
E	Impact of **parenting skills, including low attendance,** on pupil outcomes of pupil premium children	Improved rates of attendance for children eligible for pupil premium so that they can access learning. Parents are well supported to meet the educational needs of their children and provide well for children's social, emotional and personal development.	Gap has narrowed/closed both for absence % and PA so that FSM/PP children are in line with school other groups and national. Appointment of new C&FWO to develop positive parenting activities. Programme of family learning workshops/stay and play sessions to be embedded across school. Phonics Specialist to extend work with parents into Reception year.	Ensure gaps remain closed for attendance and further develop opportunities for family learning/parent support via developing C&FWO role. Improved parenting skills impacting on quality of education and learning at home (homework) and school. More children accessing phonics earlier at home.	PP pupils attendance is at least as good, if not better, than their peers. As C&FWO and Phonics Specialist work with parents impacts, improved educational outcomes will improve and gaps to diminish in reading, writing and maths.

Our SDP 2020-21 Priority 4 documents specific actions across school in order to diminish the difference between pupils eligible for pupil premium and other groups. We measure the impact of Pupil Premium but also closely monitoring the quality of teaching and learning and curriculum through a variety of methods. The overall impact is reported to the Full Governing Board on a termly basis in line with other key priorities in our SDP.

4. Pupil Premium Planned expenditure Academic Year 2020-21

Overview of Planned Spend 2020/21

Lunchtime & After School Clubs	11017	6%	Nurture Club, Gardening, Kidzone
Extra Curricular/Educational Visits/Residentials	3000	2%	Trips & Residential subsidy
Resource/Environment Improvement	27570	15%	Power Maths, Reading plus & Digital Devices
Learning Support/Interventions/1:1Tutor	52198	29%	TA's
Teaching Support	72253	41%	KS - 0.65 wte, LG - 1.0 wte, NM - 1.0 wte
Family Support Officer	12152	7%	JC 0.50 wte

£72,253	i) Quality of Teaching for All on PP Strategy 2020/21
£52,198	ii)Targeted Support on PP Strategy 2020/21
£53,738	iii) Other Approaches on PP Strategy 2020/21
£178,190	

Additional COVID Catch Up Funding (£80 per pupil) £47,840:

£27,000 - Additional 1:1/small group tutoring/Reading Plus/Power Maths/ Additional KS1 Jolly Phonics Catch Up Reading Books/ Additional Learning Support Assistant in KS1 (0.4 FTE GL).

£20,840 - Additional digital devices for short term loan for self- isolating children to access home learning.

	Desired Outcomes	Action	Evidence Source/Rationale	How will you ensure it is implemented well?	Evaluation (Summer 2021)
A	To ensure PP children make at progress in-line, or above that of their peers in R,W,M by the end of the year through quality first teaching	Employ additional teacher in Y4,Y6 where SEN/PP needs are greatest. 1 Teaching Assistant / Learning Support Assistant in each year group to provide regular support for SEN/PP children during core subjects and afternoon interventions as required. Ensure that IEP targets are broken into achievable short term goals, including both the parents and child in the process Differentiated curriculum is personalised to the needs of individuals. 1:1 /Small group tuition targeted at pupils where gaps have widened due to COVID-19 lockdown – employ staff known to children to undertake tailored programmes of learning to be delivered outside the school day. Consider the National Tutoring Programme. Further develop SEN champion roles so that 'specialist' provision and support using a range of learning support programmes can be used to optimum effect.	Reducing class size appears to result in around 3 months additional progress for pupils, on average. EEF. EEF small group tuition +4 months. Y6/Y3 Smaller 'sets' enables the curriculum to become more personalised to the needs of children and more targeted to specific gaps/barriers. 2016-20 Teacher Assessment outcomes show significant impact of reducing set sizes on progress and outcomes – attainment gaps diminish and PP group make better progress. EEF is clear that what happens in the classroom makes the biggest difference. 1:1 tuition/small group work and personalised learning results in a +5 months gain.EEF. Short, regular sessions (about 20- 30 minutes, 2-3 times per week) appear to result in optimum impact 1:1 tuition/small group work and personalised learning results in a +5 months gain.EEF. Short, regular sessions (about 20- 30 minutes, 2-3 times a week) appear to result in optimum impact..	Pupil Achievement Leaders/Leaders of Learning to undertake monitoring activities half term. Evaluate impact via SDP Priority 1/2/3/4 termly. Half termly pupil progress meetings will analyse impact and inform future teaching and learning/interventions Staff CPD/Training/Coaching to be delivered by PALs/LOLs/SENCo in weekly staff meetings and INSET days and impact monitored through evidence in planning, book scrutiny and lesson SENCo to review the frequency, timing and quality of interventions so that the correct level of support is in place to ensure the intervention has most impact observation. PALs to quality assure and track progress of pupils through Pupil Progress Meetings/discussions half termly. Staff to use assessment information to identify and address specific gaps in learning. Assistant Head SENDCo/PALs to monitor through quality assuring learning and tracking progress of pupils in Pupil Progress Meetings.	Due to a disrupted year of learning caused by 2 national COVID-19 lockdowns the gaps did not narrow, they remained static over the course of the year, The quality of the remote curriculum was carefully monitored by SLT and was aligned to the curriculum, however, engagement was not as high as it would have been in school. Although, at least 87% engaged in some learning, less than 50% had good consistent levels of engagement. In September only 15% of PP children across school were at the expected+ standard in RWM combined, compared to 40% non-PP children, gap (25%). Due to the impact of the actions cited by December 49% of PP were attaining at the expected standard+ in RWM, compared to 65% of non-PP children, the gap (16%) had narrowed significantly. By the beginning of summer term due to impact of lockdown in spring term, the attainment of all groups dipped and the gap in RWM had narrowed to 15% but the attainment of PP had dipped to 18% attaining the expected standard in RWM Combined. In summer term, 48 children embarked upon the National Tutoring Programme and 140 children were accessing in-school extra-curricular tuition to catch up. Review end of summer outcomes in September 2021.

	Desired Outcomes	Action	Evidence Source/Rationale	How will you ensure it is implemented well?	Evaluation (Summer 2021)
A	To continue to close/fully diminish the attainment gap in phonics To close the gap in reading at KS1 & KS2 at expected and greater depth To narrow gap at KS1 and KS2 in writing at expected and Greater Depth	Current additional 0.5FTE Specialist phonics teacher in KS1 to extend support into EYFS, including parent workshops. Improve the programme of study coverage of 'tricky words' by rolling out Jolly Phonics in EYFS alongside Letters & Sounds Improve opportunities to access challenging comprehension texts, personalised to the ability of the reader – Year 6 to access online Reading Plus app / Lexia for SEN across school To continue to develop SPAG via access to quality online resources linked to homework – Spelling Shed	This has previously eradicated the phonics gap in previous years so that PP children attain similarly to other groups in school and better than nationals (2016-19). EEF small group tuition +4 months. Jolly Phonics scheme introduces sounds at a more rapid pace, alongside sight vocabulary, thereby accelerating reading progress. Research has shown that children using Reading Plus for 6 months are likely to make accelerated progress (12 months increase in chronological reading age). Research indicates that children generally display greater levels of engagement in learning via technology.	EYFS/KS1 PAL to monitor progress of phonics via half termly pupil progress meetings. Monitoring quality of teaching/curriculum by LOL Literacy. Modelling/Coaching/Training delivered by specialist phonics teacher Y6 Pupil Progress Meeting will provide an opportunity for PAL to evaluate impact. Literacy LOL to analyse progress scores in Reading Plus app termly. LOL Literacy/PALs to monitor via monitoring activities described in SDP Priority 2 & 4 SENCO to monitor and evaluate impact of Lexia.	The impact of the specialist phonics teacher meant that 83% of Year 2 cohort passed the National Phonics Screening check from a start point of only 40% in September 2020. Jolly Phonics programme is well established in Early Years but needs further embedding in Year 1. Assessment is now aligned to the Jolly Phonics scheme and staff are using this to inform future teaching in order to address any gaps in learning. Reading Plus has been well received and is having impact on children's reading fluency and understanding. It has been rolled out to all of KS2 and this online resource was well utilised during lockdown and isolation periods. Lexia continues to be used for those children with SEND, and is personalised at the correct level for individual children. It was accessible for children with SEND during lockdown and will continue to be used selectively.

	Desired Outcomes	Action	Evidence Source/Rationale	How will you ensure it is implemented well?	Evaluation (Summer 2021)
A	To narrow gap in maths at expected and greater depth	Introduce Power Maths Scheme approach across KS1/ KS2. . Further develop the use of Times Table Rock Stars across school to improve fluency of recall of Multiplication Tables. Increase the use of My Maths app in school and at home to identify knowledge gaps and	The mastery approach is recognised by Dfe as an effective approach to ensure children are mathematically fluent, able to problem solve, justify and reason at a deep level. Dfe approved resources Having used X table Rock Stars children have generally improved their speed of recall of division and multiplication facts. The use of technology promotes higher levels of engagement in pupils and feedback is immediate.	LOL Maths/PALs will monitor and analyse outcomes half termly. Training/CPD/Coaching provided by LOL/PALs will be tailored to ensure impact is evident. Y4 Multiplication Tables Check 2021 outcomes will evidence impact.	Following training delivered in September by Power Maths, LOL Maths has monitored and followed up with additional training and coaching. The feedback is that the scheme is challenging, but ensures that the concrete, pictorial, abstract approach is consistent and progressive across school. Lesson observations in summer term demonstrated that staff were able to deliver at least good quality maths lessons, some outstanding using the scheme. Maths Lead was able to spend some time in summer term visiting maths lessons across to school to support staff. Excellent start to the introduction of the scheme.
B	Improved oral language skills for PP children in EYFS	EYFS PAL released for 0.5 to develop opportunities across EYFS provision to promote the acquisition and development of language PAL to model strategies to staff. Continue to rollout Early TalkBoost/TalkBoost/ where appropriate. Learning Support Assistants/TA's to support. SALT action plans to be delivered during session time.	Baseline information on pupils joining Westoe Crown indicates a high % not working at the expected developmental months for Communication and Language strand. Oral language interventions are deemed to provide +5 months impact on pupil achievement. EEF. TalkBoost direct research +6months on completion of programme. Studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension.	EYFS PAL supports EYFS staff with planning and will monitor delivery. EYFS PAL to model and support good practice. Communication and Language data will be regularly analysed (half termly), and monitored via observations and pupil progress meetings (half termly). Children targeted for support and progress monitored by SENCo.	Release of PAL had good impact on a small number of children, however, lockdown resulted in some children regressing and merely maintaining rather than improving. Data shows that Communication and Language remains a key obstacle for learning in EYFS. In 2021/22 – we will be introducing NELI (DfE) approved intervention which focuses on the development of early communication and language in EYFS.

	Desired Outcomes	Action	Evidence Source/Rationale	How will you ensure it is implemented well?	Evaluation (Summer 2021)
C	Children have a greater level of emotional resilience and are better equipped to deal with a variety of situations. Children are in a better emotional state in which to learn and access the classroom more fully.	Further develop the accessibility of nurture clubs over lunchtime period for KS1/KS2 children. Encourage PP children to participate in wider responsibilities e.g. School Council/Eco-Council/Buddying/Digital Leaders/Enterprise clubs Children with more complex emotional needs to be referred to Child & Family Welfare Officer (C&FWO) Mental Health Champions trained in school to deliver intervention (Mindfulness), LA Emotional Resilience team/ External agencies to support with complex/extreme pupils SEMH needs. Child & Heart 1:1 Sessions to be delivered to children with behavioural/emotional needs, where relevant. Emotional support intervention delivered in relation to COVID-19/lockdown and return to school	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavourial issues can be effective in supporting improvements to their learning. EEF evidence indicates that when pupils take pride and engage in wider aspects of school life socially, they achieve well as they are more settled. Reports from external professionals. Meeting notes from parents regarding behaviour/health issues.	Referral system to access lunchtime clubs/activities in place. C&FWO referral route in place and evaluation process in place. SENCo to monitor effectiveness of targeted support provided by external providers such as Child & Heart, and LA Emotional Resilience Team. SENCo to ensure coaching/training needs of Mental Health Champions are met and impacting on their practice. C&FWO role to be successfully inducted into new role to ensure continuity of quality support. SENCo to deliver training/coaching to staff and children and offer a range of resources to support emotional well being and mental health	Lunchtime clubs have been difficult to maintain due to staggered lunches requiring higher levels of supervision to ensure bubbles remain separate. A key priority to carry forward for 2021/22. A clear referral route using CPOMs is in place and as it's online staff were able to access to refer any welfare concerns during lockdown. Emotional resilience has been essential to support children during lockdown. Both mental health champions have been on several COVID related courses and implemented programmes. All staff have access to Stronger Schools resources, and LA Emotional Resilience team and Healthy Minds Counsellor have worked with children who require extra support in school. As a result all children returned back to school after lockdown due to the support provided by C&FWO and SENDCo. C&FWO is offering a range of emotional support interventions and has established herself in the role.

	Desired Outcomes	Action	Evidence Source/Rationale	How will you ensure it is implemented well?	Evaluation (Summer 2021)
D	Children have access to a range of experiences designed to develop the whole child. Children are able to draw upon these experiences in their reading, writing and maths. Children have access to necessary technology to ensure equal access to quality on line learning at home, particularly as blended learning may be invoked due to local lockdowns	Enriched curriculum – continue to develop exciting environments e.g. reading village, phonics bus, outdoor playground, enterprise activities (Factories in KS2/South Tyneside School Market Day), STEM curriculum, Book Vending machine. Varied educational visits including residential trips to Y4 Berwick/Edinburgh, Y5 London Trip, Y6 Outdoor Activity Residential. Visits to local landmarks, secondary schools science labs, universities Opportunities for visitors – authors, engineers, University, artists, theatre productions. Offer a variety of before/after school clubs to promote higher levels of engagement in sporting and social activities subject to COVID-19 restrictions. Audit internet/digital device access at home. Identify children.without access. Purchase and loan digital devices to pupils for home learning	Pupils eligible for PP access the same life chances as their peers, participating in school trips and through these first hand experiences apply their new skills for new learning across the curriculum. Evolve Risk Assessment evaluations. Impact on curriculum, for example in writing recounts about visits – purpose for writing to improve children's experience of the world. EEF research indicates that those without access to quality digital resources are significantly disadvantaged and educational gaps widen significantly, especially where remote home learning is heavily relied upon e.g. lockdown	Tracking and evaluating experiences will occur to ensure all visits and visitors are purposeful and experiences are progressive. An evaluation of each trip will be undertaken by the group leader on EVOLVE system. Leader of Learning Business Innovation and Enterprise will monitor and evaluate enriched curriculum offer and provide training/model for other staff across school. Extended School Co-Ordinator will analyse participation and act upon pupil/parent voice to ensure our extra-curricular offer is engaging and varied. Leader of Learning Science will provide training for effective implementation of STEM and Ipads @ Westoe initiatives. Leader of Learning Computing to survey parents re access to technology, and IT Manager to source digital devices. LOL to monitor home usage.	Due to lockdown children have not had the usual cultural experiences afforded to them. Local educational visits were able to take place in summer term. Unfortunately our enterprise curriculum has been halted due to bubble arrangements and restrictions in place. However, we did organise a STEM fortnight in school during May which gave children the opportunity to apply their skills and knowledge in making a product. Leading experts and specialist worked with children in school. We are re-building our residential educational visit offer and have arranged for a week long Year 6 outdoor pursuits adventure at Thurston in March 2022. We delivered over 70 laptops in January 2021 and continue to loan digital devices so that all children have access to technology at home for homework and online remote learning when isolating. This will be ongoing in 2021/22 as new cohorts are admitted into school. At least 87% of children across all year groups accessed some learning during lockdown using technology. The lack of a device was not the reason for the remaining 13% not accessing learning from home.

	Desired Outcomes	Action	Evidence Source/Rationale	How will you ensure it is implemented well?	Evaluation (Summer 2021)
E	Improved rates of attendance for children eligible for pupil premium so that they can access learning. Parents are well supported to meet the educational needs of their children and provide well for children's social, emotional and personal development.	In September 2019, CFWO to arrange face to face meetings with parents of pupils with low attendance in 2018/19. Agree targets for improvements. CFWO to evaluate the effectiveness of current practices – letters, phone calls, home visits. Review current incentives for attendance – assembly awards, website. Ask children what would motivate them to improve attendance – bespoke incentive to child e.g. pie in Head Teacher's face! Provide lots of opportunities for parents to engage in learning – EYFS Learning Journals/Play & Stay Sessions KS1/KS2 Family Learning days Phonics Parent and Child sessions on Phonics Bus C&FWO to offer Early Help type support/positive parenting strategies. SEN Parent Support Network Meeting	Evidence of positive impact of role of Family Support Officer on attendance from 5 Year Reaching Communities Project which ended in Aug 2016. Overall attendance and persistent absence are at least in line with nationals, however, there remains an in school gap for PP children when compared to others. More work is required to close this gap. We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step. Parent engagement, their personal levels of basic literacy and numeracy skills have been shown to affect pupils' success and attitude towards school and learning to create lifelong learners. Parents from some lower income families who are eligible for pupil premium face many challenges in their own lives. This can sometimes impact on their own parenting skills which in turn impacts on the outcomes for their own children.	HT/Link Governor/Operations Manager fortnightly analysis of attendance data and action plan review to ensure timely intervention occurs to improve any attendance issues. PALs to plan appropriate Family Learning activities/events in school across all year groups, particularly aimed at PP parents. Target parents selectively, matching workshops closely to parents' /children's needs. Review attendance levels at workshops/drop ins. CFWO job description and appraisal targets will ensure accountability is in place to secure good practice for supporting parents and improving attendance.	Due to COVID monitoring attendance has proven challenging. There are still gaps in attendance between PP and non-pupil premium children. However, the timely interventions of the C&FWO has ensured that everything possible is done to ensure excellent attendance at school. Home visits to escort children into school and reward certificates for good attendance are issued. At the beginning lockdown 1 attendance of disadvantaged and vulnerable children in school was only 10%, this rose to 75% in lockdown 3 because the C&FWO worked with families to ensure they prioritised the educational needs of children. Due to COvid restrictions it has not been possible to run lots of face to face family learning activities, however, staff in EYFS have visited homes and school have used Google Classroom to good effect in order to involve families in their children's learning during lockdown. Visits to school for play and stay sessions were held in September for Nursery/Reception children and in July for incoming cohorts. C&FWO appraisal and targets support school's priorities in relation to attendance and welfare of children. Attendance remains a key priority in 2021/22.

5. Review of expenditure		
Previous Academic Year 2019/20	**Budget allocation: £162,480**	
i. Quality of teaching for all	**ii) Targeted Support** **iii) Other Approaches**	
Desired 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)	**Cost**
A To ensure PP children make at progress in-line, or above that of their peers in R,W,M by the end of the year through quality first teaching To continue to close/fully diminish the attainment gap in phonics To close the gap in reading at KS1 & KS2 at expected and greater depth To narrow gap at KS1 and KS2 in writing at expected and Greater Depth To narrow gap in maths at expected and greater depth	See section 2 for impact. Good progress is broadly in line with their peers across all subjects, except in Year 1 and Year 3. These cohorts have a high proportion of pp children who have complex SEN needs. Focus will be on these year groups for 20/21. Although some pp are making accelerated progress across most subjects, a higher proportion of pp children need to make accelerated progress, if the attainment gaps are to close further. Progress was generally stronger in Y4 /6 due to use of PP monies to fund additional teachers in those year groups. The rate of progress was also impacted due to school closure 3 weeks prior to the end of spring term. Monitoring the quality of teaching and learning indicated that teaching was at least good, some outstanding across school. IEP targets were personalised, reviewed regularly and the curriculum offered was well differentiated, pitched at an appropriate level to provide stretch and challenge as well as consolidation of learning. Phonics has been a focus in Autumn and spring term with the introduction of Jolly Phonics in EYFS. This has led to improvements to the quality of what was already a good curriculum offer. Workshops aimed at relevant parents of pp children has closed the gaps. This has been a focus of home learning in summer term. Reading Plus has proven successful, especially as it has continued to used at home during the Coronavirus outbreak. Y6 progress measures show that more pp children made accelerated progress than their peers. Therefore gaps have generally narrowed by Mar 2020 when the school closed. Spelling shed homework has improved the quality of spelling across school for all groups. Attainment and progress in maths for pp is at least in line with their peers at the expected+ and greater depth standard for most year groups. The rollout of Inspire maths has been mixed in terms of impact, particularly for lower ability children, so we will introduce another Dfe recommended scheme (Power Maths) next academic year which is more in line with national curriculum. The use of online games XTRR has been a good motivator to improve children's recall of times tables facts, and we were disappointed that the National Multiplication Tables Check was cancelled due to COVID-19.	i)£83,517 ii)£56,479 iii)£22,430

Desired 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)	**Cost**
B Improved oral language skills for PP children in EYFS	EYFS PAL has developed opportunities to develop C&L, provided training to staff and Chair of Governors (SALT)has supported school well in this aspect. As a result progress is in this strand has been good, despite heavy C&L needs, the vast majority or children are in line with age related expectations. This is a real achievement considering low baseline assessments. Bespoke intervention successful e.g. TalkBoost. See April 2020 Pupil Progress data/analyses.	See above
C Children have a greater level of emotional resilience and are better equipped to deal with a variety of situations. Children are in a better emotional state in which to learn and access the classroom more fully.	A range of activities to promote physical and emotional well-being continue to be well utilised in general. The enterprise clubs/art award clubs are targeted at pp children who can struggle emotionally. Digital Leaders has been a new initiative this year, mixing children with those that are both emotionally strong with those that are vulnerable – all children have risen to the challenge of increased responsibility for looking after technology devices across school. Focused small groups/1:1 have benefitted from specialist support from LA emotional resilience team and Child @ Heart 'counsellors'. C&FWO position was permanently filled in time for spring term. The new postholder has been on a number of courses and has developed this role to continue to provide excellent support to children and their families, particularly evident during the Coronavirus outbreak.	See above
D Children have access to a range of experiences designed to develop the whole child. Children are able to draw upon these experiences in their reading, writing and maths.	From Sept 2019 – March 2020 118 external visits have been arranged to a variety of places and activities including local landmarks, museums, universities, secondary schools, sporting activities. These experiences enrich the lives of all children, especially pp children. For example, Y3&4 visited a mock 'Co-Op' store to undertake enterprise activities which had good impact on maths and literacy outcomes. LOL Science and Business, Innovation and Enterprise have developed an enriched curriculum, which is used to provide more aspirational opportunities for pp children e.g. Arts qualifications/clubs, science club, careers curriculum visits. STEM fortnight is an inspiring fortnight for children to engage with engineers. The Ipad initiative did not proceed due to lack of interest from parents. Residential trips to London/Outdoor activities were cancelled/postponed due to COVID -19.	See above

Desired 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)	**Cost**
E Improved rates of attendance for children eligible for pupil premium so that they can access learning. Parents are well supported to meet the educational needs of their children at home and provide well for children's social, emotional and personal development.	Attendance is monitored very closely by C&FWO. A range of actions have been taken to promote attendance in school, including phone calls, home visits, letters, transport children if necessary. 2019/20 absent figures for pp children (Sept-Feb) had improved compared to 2018/19 as a result. The C&FWO has continued to monitor disadvantaged/vulnerable attendance at childcare since COVID-19 outbreak with excellent success. Initially attendance in childcare was low (only 1 child), however by May this had risen to 11 attending. The C&FWO ensured school meals, home learning packs were delivered to homes of all pupils without access to online home learning. C&FWO is performing the duties in her job description to an excellent standard. Further work and attention is required to improve access to digital devices for pp children, especially if COVID-19 continues to resulting more home learning.	See above