



Pupil Premium Principles

- ✓ We ensure that teaching and learning opportunities meet the needs of all pupils.
- ✓ We ensure that appropriate provision is made for pupils who belong to vulnerable groups.
- ✓ We reserve the right to allocate the Pupil Premium funding to support any pupil/s the school has legitimately identified as being socially disadvantaged. We recognize that not all pupils that receive free school meals may be socially disadvantaged and not all pupils who are disadvantaged are registered or qualify for free school meals.
- ✓ Pupil Premium funding will be allocated following a needs analysis which will identify barriers to learning and therefore help us decide where to allocate resources.

Pupil Premium Plan September 2020– July 2021

1. Summary information			
Academic Year	2018-2019	2019-2020	2020-2021
Total number of pupils	234	243	243
Number of pupils receiving Pupil Premium Funding	43	50	50
Total Pupil Premium Funding received	£55,440	£52,800	£67,250

2. Current attainment 2019-2020 (Data taken to end of Spring 1 term/ Year 6 mock SATs in March since this is the last full data set we had – this is not assessed)					
<i>Pupils eligible for PP</i>	Yr3	Yr4	Y5	Y6	<i>Pupils not eligible for PP (school average)</i>
% achieving in reading, writing and maths	33%	38%	38%	60%	48%
% making expected progress in reading	88%	81%	87%	90%	92%
% making expected progress in writing	39%	36%	80%	90%	83%
% making expected progress in maths	44%	82%	73%	100%	70%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Percentage of pupils making at least ARE attainment in Reading, Writing and Maths is lower for PP pupils than non PP pupils.

B.	Percentage of pupils making at least expected progress in Reading, Writing and Maths is lower for PP pupils than non PP pupils.
C.	Poor emotional regulation skills impacting on behaviour related incidents is higher amongst pupil premium pupils than non PP pupils.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for PP are Y3 89.8%, Y4 95.7%, Y5 96.6%, Y6 95.5% (below the target for all children of 96%, except Year 5). This reduces their school hours and causes them to fall behind on average.
E.	The majority of PP pupils have additional needs and present multiple barriers to learning eg SEN, EAL, young carers, Social Care needs.
F.	Some PP pupils do not have access to resources, such as books, libraries and life experiences.
G.	Some PP pupils have a lack of regular routines which can include sleep regime, which then impacts on reading, homework and being prepared for the school day.
H.	Several of the PP pupils did not take up vulnerable places in school during lockdown, so did not have direct access to face to face education. (When Year 5 returned in Summer 2 when the 1m+ rule came in, the majority of PP pupils did not take up their places.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p><u>Quality First Teaching and Curriculum</u> Attainment gap closes for PP and non PP pupils To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make progress by meeting (or exceeding) age related national expectations. To ensure pupils consolidate basic skills To respond rapidly with targeted teaching for pupils at risk of underachievement.</p>	Pupils will meet (or exceed) age related national expectations in English and maths. All staff will receive appropriate CPD to facilitate development and high quality teaching. Teachers will use accurate formative assessment to adapt teaching sequences (and plans) to pupil need. Support staff will support learning effectively. Additional intervention sessions will take place, based on pupils' gaps as identified in pupil progress meetings.
B.	<p><u>Enrichment and Engagement</u> All behaviour related issues to be addressed consistently and proactively. Reduction of behaviour related incidents. Pupils develop in their self-esteem and emotional regulation. Pupils will be proactive, organised and enthusiastic learners.</p>	Fewer behaviour incidents recorded for these pupils on the school system. Pupils will have an opportunity to express their views in termly PP meetings and 'Attitude to Learning' (AtL) questionnaires which will be analysed by SLT. High quality and an appropriate quantity of work produced will be evident in book scrutiny.
C.	<p><u>Wellbeing</u> All disadvantaged pupils will meet national expectations for attendance and punctuality. Parents will be informed of their child's attendance termly in school reports. The school will contact parents proactively if attendance slips. Morning / after school intervention clubs will be offered to priority pupils.</p>	A reduction in the number of persistent absentees among pupils eligible for PP to 96% in line with non-PP pupils.

Note: Due to the conditions placed upon schools due to the presence of Covid-19, a large part of expected PP expenditure has had to be reallocated due to the inability to provide group activities for pupils from a range of bubbles and the time constraints placed upon staffing by bubble separation. Upon the lifting of Covid-19 restrictions, some of these activities may be able to resume and this plan may be amended.

1. Planned expenditure						
A.		Quality First Teaching and Curriculum				
Intervention	Rationale <i>Intent</i>	Description of Intervention <i>Implementation</i>	Desired outcome/Evidence	Cost	Review	
1	CPD for staff (General- improving QFT and quality of learning opportunities for the broad needs of the PP cohort)	<p>To ensure that teachers and TAs are aware of the barriers facing out cohort of PP children.</p> <p>To ensure staff are aware of effective interventions and strategies in order to address these barriers through quality first teaching and more specific measures.</p> <p>To ensure staff are familiar with new assessment and intervention resources available through PiXL.</p> <p>To ensure that staff are able to deliver effective home learning for PP pupils using Microsoft Teams and Classroom Notebook.</p>	<ul style="list-style-type: none"> • Staff training incorporating SDP • Termly pupil progress meetings • Book scrutiny and planning audits • Learning walks with subject co-ordinators/ SLT/ MLT • Training delivered by external agencies: <ul style="list-style-type: none"> ➤ Autism training ➤ Curriculum leadership ➤ Metacognition and learning behaviours ➤ PiXL conferences and curriculum meetings 	<ul style="list-style-type: none"> ✓ Evaluation of CPD ✓ Percentage of PP pupils making expected or accelerated progress increases. ✓ Pupil progress meeting discussions will evidence teacher's awareness of progress and attainment levels of disadvantaged pupils in their cohort. ✓ Analysis of internal data indicates the focus pupils and their barriers to learning. ✓ Intervention trackers are reviewed and impact of provision discussed at pupil progress meetings. ✓ PP Governor visit notes. 	<p>£9,643</p> <p>Cost of Pupil progress meetings plus termly CPD</p>	<p>Four PP focused staff meetings have taken place, plus termly pupil progress meetings.</p> <p>Staff understanding of access strategies and scaffolding for PP learning has improved, leading to the narrowing of gaps in many areas. Please see data in subsequent rows.</p>

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<p>2</p> <p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);">CPD for specific learning gaps amongst PP children</p>	<p><i>Context: PP pupils have a lower attainment in writing and maths than non-PP children (Percentage on track -15% average in writing, -6% in maths by year group)</i></p> <p>To ensure pupils receive QFT in maths using mastery maths methods.</p> <p>To ensure pupils receive QTF using Opening Doors methods to raise writing levels.</p>	<ul style="list-style-type: none"> Inset training from maths mastery specialist and leader of mastery training for BBO Maths hub, to enable teachers to continue to develop effectiveness of mastery maths methods. <i>Context: mastery methods were adopted in September 2019 but had not become fully embedded.</i> Inset training for all teachers on Opening Doors writing methods with Bob Cox, which uses exposure to aspirational classic texts to raise the level of children’s writing. <i>Context: Two members of staff had training last year. One year group had run a small scale trial using these methods and had good impact on writing outcomes.</i> 	<p>✓ Attainment in maths improves, closing the gap between PP and non-PP children.</p> <table border="1" data-bbox="1279 308 1632 639"> <thead> <tr> <th>Year (19-20 data-Spring 1)</th> <th>% on track PP</th> <th>% on track non PP</th> </tr> </thead> <tbody> <tr><td>3</td><td>33</td><td>50</td></tr> <tr><td>4</td><td>36</td><td>61</td></tr> <tr><td>5</td><td>20</td><td>49</td></tr> <tr><td>6</td><td>67</td><td>63</td></tr> </tbody> </table> <p>✓ Attainment and progress in writing improves for PP children, improving upon KS1 outcomes for some.</p> <table border="1" data-bbox="1279 783 1606 1117"> <thead> <tr> <th>Year (19-20 data-Spring 1)</th> <th>% on track PP</th> <th>% on track non PP</th> </tr> </thead> <tbody> <tr><td>3</td><td>33</td><td>63</td></tr> <tr><td>4</td><td>46</td><td>63</td></tr> <tr><td>5</td><td>27</td><td>64</td></tr> <tr><td>6</td><td>56</td><td>63</td></tr> </tbody> </table>	Year (19-20 data-Spring 1)	% on track PP	% on track non PP	3	33	50	4	36	61	5	20	49	6	67	63	Year (19-20 data-Spring 1)	% on track PP	% on track non PP	3	33	63	4	46	63	5	27	64	6	56	63	<p>£1000</p>	<table border="1" data-bbox="1850 197 2159 497"> <thead> <tr> <th>Year 20-21 data M</th> <th>% on track PP</th> <th>% on track non PP</th> </tr> </thead> <tbody> <tr><td>3</td><td>38</td><td>43</td></tr> <tr><td>4</td><td>31</td><td>51</td></tr> <tr><td>5</td><td>33</td><td>51</td></tr> <tr><td>6</td><td>56</td><td>91</td></tr> </tbody> </table> <p>The gaps in maths in Y3-5 are smaller than they have been in previous years. The gap in Y6 is larger. This is due to some exceptional progress by some pupils, increased crossover with SEND, and complete disengagement by some during lockdown.</p> <p>In writing the gap has decreased in two year groups and widened in two year groups. This continues to be a key area of focus.</p> <table border="1" data-bbox="1850 1034 2159 1289"> <thead> <tr> <th>Year 20-21 data-W</th> <th>% on track PP</th> <th>% on track non PP</th> </tr> </thead> <tbody> <tr><td>3</td><td>22</td><td>45</td></tr> <tr><td>4</td><td>19</td><td>44</td></tr> <tr><td>5</td><td>42</td><td>64</td></tr> <tr><td>6</td><td>38</td><td>86</td></tr> </tbody> </table>	Year 20-21 data M	% on track PP	% on track non PP	3	38	43	4	31	51	5	33	51	6	56	91	Year 20-21 data-W	% on track PP	% on track non PP	3	22	45	4	19	44	5	42	64	6	38	86
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Intervention		Rationale <i>Intent</i>	Description of Intervention <i>Implementation</i>	Desired outcome/Evidence	Cost	Review
3	Monitoring of PP barriers and interventions	To ensure that pupil premium pupils are robustly monitored and supported/ developed according to the changing needs of pupils	<ul style="list-style-type: none"> • Termly analysis of particular barriers with class teachers at pupil premium meetings • Analysis of data from interventions • Weekly oversight of PP attendance patterns • Weekly oversight of interventions. • Responsive training for TAs and teachers where need identified. • Liaise with family liaison worker. 	<ul style="list-style-type: none"> ✓ Analysis is available to teachers and TAs so interventions can be targeted to specific weaknesses. ✓ Analysis is available to governors to monitor provision ✓ The gap between PP and non-PP pupils decreases in all areas. 	£9,291	<p>Teachers are now completing termly analysis of pupil gaps which feeds directly into planning to fill those gaps, as part of pupil progress meetings. This is much more forensic than it has previously been through use of PiXL.</p> <p>The gaps between PP and non-PP pupils are now more narrowed in many curriculum areas than they have been before.</p>

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<p data-bbox="80 204 107 226">4</p> <p data-bbox="197 384 226 959" style="writing-mode: vertical-rl; transform: rotate(180deg);">Reading leaves club / After school intervention</p>	<p data-bbox="304 204 667 448">To improve reading fluency and comprehension, following post lockdown assessments showing considerable gaps in reading both due to lockdown and in relation to non-pp peers.</p> <p data-bbox="304 491 651 592">N.B. Focus of this time for PP pupils may change as needs are addressed.</p> <table border="1" data-bbox="304 632 622 903"> <thead> <tr> <th>Year</th> <th>%above/ below peers reading bands</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>-4%</td> </tr> <tr> <td>4</td> <td>-24%</td> </tr> <tr> <td>5</td> <td>+ 3%</td> </tr> <tr> <td>6</td> <td>-41%</td> </tr> </tbody> </table>	Year	%above/ below peers reading bands	3	-4%	4	-24%	5	+ 3%	6	-41%	<ul data-bbox="689 204 1205 560" style="list-style-type: none"> • After school activities Monday to Thursday for 1 hour post staggered school finish by class. • Predominant focus on reading addressed through, PiXL 3 in 3 reading intervention and some growth mindset learning behaviours support. • PP pupils learn effective metacognition skills in order to approach all areas of learning robustly. 	<ul data-bbox="1227 204 1697 767" style="list-style-type: none"> ✓ PP pupils to continue making good progress in reading and writing ✓ Pupils will be expected to take greater ownership of their learning through heightened expectations: passivity and disengagement will be reduced leading to improved outcomes for disadvantaged pupils. ✓ Rising self-esteem and self-efficacy while addressing learning gaps, the progress and attainment of disadvantaged pupils will rise. ✓ Give purpose for learning and real experiences through teaching of life skills. 	<p data-bbox="1718 204 1827 226">£10,738</p>	<p data-bbox="1850 204 2145 376">Gap data for reading below in addition to row 2. This is stronger than reading or maths in all year groups.</p> <table border="1" data-bbox="1850 379 2166 711"> <thead> <tr> <th>Year 20-21 R</th> <th>% on track PP</th> <th>% on track non PP</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>67</td> <td>67</td> </tr> <tr> <td>4</td> <td>69</td> <td>66</td> </tr> <tr> <td>5</td> <td>43</td> <td>65</td> </tr> <tr> <td>6</td> <td>81</td> <td>86</td> </tr> </tbody> </table>	Year 20-21 R	% on track PP	% on track non PP	3	67	67	4	69	66	5	43	65	6	81	86
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5	Phonics/ spelling support sessions	<p>In initial assessments upon return to school post lockdown PP pupils were behind their peers in phonics tests (and reading, which in its early stages is underpinned by phonics knowledge)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>% above/ in line with peers phonics</th> <th>% above/ below peers reading fluency</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>-20%</td> <td>-4%</td> </tr> <tr> <td>4</td> <td>-15%</td> <td>-24%</td> </tr> <tr> <td>5</td> <td>-9%</td> <td>+ 3%</td> </tr> <tr> <td>6</td> <td>-5%</td> <td>-41%</td> </tr> </tbody> </table>	Year	% above/ in line with peers phonics	% above/ below peers reading fluency	3	-20%	-4%	4	-15%	-24%	5	-9%	+ 3%	6	-5%	-41%	<ul style="list-style-type: none"> Assess PP pupil's gaps in phonics Prepare a specialised programme of phonics support targeting specific pupils Training to support staff with delivering phonics sessions for specific pupil groups. Track progress with regular monitoring. 5x20min Phonics sessions per week delivered 	<p>✓ PP pupils will improve assessed phonics levels and ability to blend, which will support increased reading levels.</p>	£6732.48	<table border="1"> <thead> <tr> <th>Year end</th> <th>% above/ in line with peers phonics</th> <th>% above/ below peers reading fluency</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>-12%</td> <td>-4%</td> </tr> <tr> <td>4</td> <td>-3%</td> <td>-14%</td> </tr> <tr> <td>5</td> <td>-2%</td> <td>+ 3%</td> </tr> <tr> <td>6</td> <td>-5%</td> <td>-18%</td> </tr> </tbody> </table> <p>The gap has decreased, but still exists in most year groups.</p> <p>This will continue to be a focus.</p>	Year end	% above/ in line with peers phonics	% above/ below peers reading fluency	3	-12%	-4%	4	-3%	-14%	5	-2%	+ 3%	6	-5%	-18%
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6	Mathletics	<p>PP pupils are less likely to be working at the expected level in maths compared to their peers. Not all parents are confident in supporting maths.</p>	<ul style="list-style-type: none"> Pupils have access to a high quality maths resource for homework which can support their learning at an individual level (questions are responsive to individual learners, either providing reinforcement or challenge depending upon their success). Pupils have access to curriculum aligned instructional videos to support their learning in maths. 	<p>✓ PP maths levels begin to narrow compared to their peers.</p> <table border="1"> <thead> <tr> <th>Year (19-20 data-Spring 1)</th> <th>% on track PP</th> <th>% on track non PP</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>33</td> <td>50</td> </tr> <tr> <td>4</td> <td>36</td> <td>61</td> </tr> <tr> <td>5</td> <td>20</td> <td>49</td> </tr> <tr> <td>6</td> <td>67</td> <td>63</td> </tr> </tbody> </table>	Year (19-20 data-Spring 1)	% on track PP	% on track non PP	3	33	50	4	36	61	5	20	49	6	67	63	£1210	<table border="1"> <thead> <tr> <th>Year 20-21 data M</th> <th>% on track PP</th> <th>% on track non PP</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>38</td> <td>43</td> </tr> <tr> <td>4</td> <td>31</td> <td>51</td> </tr> <tr> <td>5</td> <td>33</td> <td>51</td> </tr> <tr> <td>6</td> <td>56</td> <td>91</td> </tr> </tbody> </table> <p>All year groups apart from Y6 have narrowed the gap (See line 2)</p>	Year 20-21 data M	% on track PP	% on track non PP	3	38	43	4	31	51	5	33	51	6	56	91
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Spelling amongst PP pupils is often not as well supported as amongst their non-PP peers. They receive equal spelling input in school, yet spelling attainment remains below their peers.

- Access to online spelling learning and games which can be tracked in school by the class teacher.

- ✓ The spelling gap between PP pupils and their peers begins to narrow.

Year (19-20 data-Spring 1)	% in line with expected
3	41
4	35
5	45
6	40

£220

Year (19-20 data-Spring 1)	% PP in line with expected	% peers in line with expected
3	56	82
4	50	66
5	41	64
6	49	77

All year groups pp pupils are in excess of their prior on track percentages for spellings. There is still a gap and this are will remain a focus.

Planned expenditure						
B.		Enrichment and Engagement				
Intervention		Rationale <i>Intent</i>	Description of Intervention <i>Implementation</i>	Desired outcome/evidence	Cost	Review
8	Access strategies for pupil premium pupils	<ul style="list-style-type: none"> Some pupils have specific identified barriers around engagement and attendance, where attendance is below 90% or there is a pattern of persistent lateness, AND this measure would support overcoming the barrier. 	<ul style="list-style-type: none"> Attendance at breakfast club to provide enrichment, sport, access to breakfast and to ensure that they are at school prior to the start time of their lessons. Provision of transport assistance where this is an identified need. 	<p>✓ Improved attendance and engagement for identified pupils.</p> <p><i>N.B. Any unspent funds from this category to be reallocated to pupil support challenge packs over summer holidays – PP pupils statistically have a greater learning dip over the holidays than non-PP pupils)</i></p>	(Budget reservation of £970)	<p><i>Two pupils have benefitted from a taxi for a short period to assist their attendance.</i></p> <p><i>Two other pupils have been able to access breakfast and after school club.</i></p> <p>Additionally some pupils have had support with access to transport for swimming.</p>

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9	Oracy training for teachers and TAs/ Developing oracy across the school	<ul style="list-style-type: none"> PP pupils do not always have a high profile within school, tending not as involved in the wider school community. PP pupils do not always experience a level of oracy at home which enables them to thrive 	<ul style="list-style-type: none"> Oracy teaching for teachers with a specific PP focus, linked to EEF findings. (Training resources from Voice 21) School wide focus on oracy implemented through specific agreed measures in each classroom. 	<ul style="list-style-type: none"> ✓ Increasing intentional oracy opportunities across the school will enhance pupils experience in school, leading to higher levels of engagement in the wider school experience. ✓ Writing attainment will improve amongst PP pupils, in line with their peers. <table border="1"> <thead> <tr> <th>Year (19-20 data-Spring 1)</th> <th>% on track PP</th> <th>% on track non PP</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>33</td> <td>63</td> </tr> <tr> <td>4</td> <td>46</td> <td>63</td> </tr> <tr> <td>5</td> <td>27</td> <td>64</td> </tr> <tr> <td>6</td> <td>56</td> <td>63</td> </tr> </tbody> </table>	Year (19-20 data-Spring 1)	% on track PP	% on track non PP	3	33	63	4	46	63	5	27	64	6	56	63	£1087	<p>Owing to the January lockdown and realigned priorities, this training was not carried out as planned. Instead the training time was used purely to improve oracy skills linked to learning behaviours, facing learning difficulties and engaging with challenge.</p> <p>Pupils from the learning council stated that,</p> <p>“we are better at learning now because we can talk about it and use the learning pit when we get stuck”</p>
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10	Mentoring for pupil premium pupils in Year 5	<p>Many of our pupil premium cohort are not invested in school and learning, so do not always engage as well as others.</p> <p>The Year 5 cohort did not have access to direct schooling between March and July 2020, so have shown a dip in initial assessments.</p>	<ul style="list-style-type: none"> Weekly PSHE sessions as part of Year 5 cohort Weekly individual and small group mentoring which focuses on both individual learning behaviours and future aspirations. 	<ul style="list-style-type: none"> ✓ Improved learning behaviours ✓ Improved outcomes in learning attainment ✓ 	Part of this provision is free. Paid element £99	<p><i>All PP pupils in Y5 received mentoring. This will be ongoing next year. Mentoring continued virtually during lockdown.</i></p> <p>Teachers have said that learning behaviours have improved, with the exception of 2 pupils, of these 1 no longer attends the school and 1 is receiving support for other behavioural issues.</p> <table border="1"> <thead> <tr> <th rowspan="2">%ARE</th> <th colspan="3">Y5 PP pupils</th> </tr> <tr> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Spring 21</td> <td>46</td> <td>38</td> <td>15</td> </tr> <tr> <td>Summer 21</td> <td>43</td> <td>42</td> <td>33</td> </tr> </tbody> </table>	%ARE	Y5 PP pupils			R	W	M	Spring 21	46	38	15	Summer 21	43	42	33			
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Summer 21	43	42	33																					
11	TA hours to support focused teaching in Year 4	<p>Year 4 is our cohort with the greatest number of PP pupils within the school. (36% of the school total.)</p> <p>The Year 4 cohort did not have access to direct schooling between March and July 2020. They showed the largest dip in attainment of all year groups at initial baseline testing upon return to school.</p>	<p>Funding extra TA hours to enable:</p> <ul style="list-style-type: none"> small group tutoring in focused intervention and teaching groups for writing in half termly booster groups. Pupils selected to be key marginals who will benefit from short term boost to fill identified gaps. Monitored through intervention trackers and teacher assessment. a 3-way split of Year 4 classes for core learning in reading and writing. Additional interventions for specific PP pupils groups. 	<ul style="list-style-type: none"> ✓ Improved attainment in reading and writing ✓ Improved phonics attainment. 	£7,380	<p>Small group setting impact over a 7 week period:</p> <p>Writing:</p> <table border="1"> <thead> <tr> <th>PP ARE Spring</th> <th>PP ARE Summer</th> </tr> </thead> <tbody> <tr> <td>63%</td> <td>69%</td> </tr> <tr> <td>Increase:</td> <td>+6% (2% above peers)</td> </tr> </tbody> </table> <p>Maths:</p> <table border="1"> <thead> <tr> <th>PP ARE Spring</th> <th>PP ARE Summer</th> <th>PP GD Spring</th> <th>PP GD summer</th> </tr> </thead> <tbody> <tr> <td>19%</td> <td>31%</td> <td>0%</td> <td>13%</td> </tr> <tr> <td>Increase:</td> <td>+22%</td> <td></td> <td>+13%</td> </tr> </tbody> </table>	PP ARE Spring	PP ARE Summer	63%	69%	Increase:	+6% (2% above peers)	PP ARE Spring	PP ARE Summer	PP GD Spring	PP GD summer	19%	31%	0%	13%	Increase:	+22%		+13%
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Planned expenditure					
C.	Wellbeing				
Intervention	Rationale <i>Intent</i>	Description of Intervention <i>Implementation</i>	Desired outcome/evidence	Cost	Review
12	<p>Providing ALL staff with a rounded picture of how pupil premium pupils are doing and the ability to support pupils and/or address any issues before they become major barriers to learning.</p> <p>Cpoms will enable:</p> <ul style="list-style-type: none"> • Effective tracking and analysis of behavior incidents should be deployed to pre-empt and prevent further incidents. • Stringent system of recording concerns deployed • Comprehensive recording of parental contacts and family support <p><i>(Leading software to be used for monitoring PP pupils safeguarding concerns, welfare issues and tracking of behavior incidents.)</i></p>	<ul style="list-style-type: none"> • All staff to log 'incidents' that occur in school in order to monitor pupil premium pupil, including parental contacts. • SLT/family liaison worker to follow up attendance anomalies with phone calls and log on Cpoms • SLT to review Cpoms logs daily and discuss focus pupils at weekly meetings. • Patterns of issues to be monitored by PP lead and SLT to minimise barriers to learning. 	<ul style="list-style-type: none"> ✓ To remove barriers to learning ✓ To improve behaviour for learning ✓ To analyse and address concerns related to safeguarding and behaviours ✓ CPOMs logs will ensure behaviour policy consistently applied, parents are notified. ✓ CPOMs contact with agencies records involvement of appropriate agencies when required. <p>N.B. Effectiveness of this element cannot be measured by an increase or decrease in logs. An increase in logs may simply mean that the tool is being used more effectively, while a decrease may also mean barriers are being addressed effectively.</p>	£666.40	<p>CPOMS has been used extensively to monitor and support PP pupils with extremely high levels of need this year.</p> <p>Further training will take place to improve upon this as a result of recommendations made in the safeguarding review in June 21.</p>

CPOMS Software

Intervention		Rationale <i>Intent</i>	Description of Intervention <i>Implementation</i>	Desired outcome/evidence	Cost	Review	
13	Family Liaison worker	<p>PP pupils' attendance is 2.1% below their peers across the whole school, falling below the attendance target of 96% at only 94.4%.</p> <p>Several PP pupils also have patterns of late attendance. This affects their ability to access learning through missed sessions and missed introductions.</p>	<ul style="list-style-type: none"> Daily presence at start and end of the school day to support vulnerable pupils with entering and build relationships with key families Family liaison worker will make contact with affected families in order to identify and provide support with removing barriers. Daily response to behaviour incidents to support pupils in a constructive way Pastoral presence on the playground (abiding by Covid distancing protocols) 	<ul style="list-style-type: none"> ✓ Attendance improves for PP pupils. ✓ Family engagement with school increases for focus families with poor attendance and other barriers to education. ✓ Pupils are supported with friendships and other behaviour concerns. 	£14,152	<p>All absences have been followed up, and longer term trends have been carefully monitored.</p> <p>2 particularly reluctant children are now much more settled coming into school, as a direct result of FLW input.</p> <p>The family liaison worker organised and distributed all food boxes during the January lockdown.</p> <p>The FLW held sessions to support several PP pupils daily with friendship and confidence issues as they arose. This enabled teachers to focus more on delivering the restorative curriculum.</p> <p>As a trained assistant DSL, the FLW also took the lead on monitoring 3 open incidents with social care and attending meetings.</p>	
14	PiXL wellbeing and character building provision	<p>PP pupils have an increased number of risk factors for mental health problems and declined engagement in comparison to their peers.</p>	<ul style="list-style-type: none"> Sessions to enhance self-understanding and self-confidence as well as metacognition and learning behaviours. Pupil attitudes survey to be completed Autumn 2 and Summer 2. 	<ul style="list-style-type: none"> ✓ Pupils are more self aware and resilient. ✓ Pupils can talk about strategies for learning. ✓ Pupils can talk about strategies for difficult situations. ✓ Pupils view themselves as capable problem solvers. 	(cost included in PiXL figure catch-up funding)	<p>All classes used these sessions upon return in September and then sporadically throughout the year to enhance the PSHE curriculum (and upon return in March)</p>	<p>Teachers reported that sessions were really well structured and helped pupils to frame their challenges with greater perspective.</p>

Intervention		Rationale <i>Intent</i>	Description of Intervention <i>Implementation</i>	Desired outcome/evidence	Cost	Review	
15	Young Carers Group	<ul style="list-style-type: none"> • Current cohort of PP pupils' barriers to learning analysis highlighted a group of vulnerable pupils who are young carers • Staff training to increase awareness of associated difficulties 	<ul style="list-style-type: none"> • Set up a group to be run by young carers champion (family liaison worker) - Weekly group run by a trained TA working closely with Bucks young carers. 	<ul style="list-style-type: none"> ✓ To remove barriers to learning. ✓ To increase self-esteem. ✓ To support mental health. ✓ CPOMS logs of pupil support records to show vulnerable pupils are supported for managing their anxieties. ✓ CPOMs contact with agencies records involvement of appropriate agencies when required. 	£2,774	The family liaison worker completed training with young carers, but due to the nature of covid, was not able to run group sessions with children from multiple bubbles. Instead pupils were given individual support on a regular basis.	Impact was partial, due to not being able to run the group model recommended by Young Carers.

Intervention		Rationale <i>Intent</i>	Description of Intervention <i>Implementation</i>	Desired outcome/evidence	Cost	Review	
16	Counsellor sessions	<ul style="list-style-type: none"> • Current cohort of PP pupils highlighted a group of vulnerable pupils who are at risk of developing mental health problems especially associated with anxiety, self-harm and dis-engagement. • Current cohort of PP pupils highlighted as having significant language delay impacting their learning. • Access to qualified counsellor • Help reduce SEMH difficulties 	<ul style="list-style-type: none"> • Access to weekly counselling sessions. • Assessment will include completing SDQs prior and during intervention. 	<ul style="list-style-type: none"> ✓ To remove barriers to learning. ✓ To improve behaviour for learning. ✓ To improve mental health and wellbeing as well as personal, social development. ✓ CPOMS logs of pupil support records to show vulnerable pupils are supported for managing their anxieties. ✓ CPOMs contact with agencies records involvement of appropriate agencies when required. 	£5,130	At a time when CAHMS has ever lengthening waiting lists, it has been really important to have our own counsellor.	<p>7 PP pupils have benefitted from counselling this year.</p> <p>2 are currently continuing sessions.</p> <p>5 have completed sessions and not currently needing additional input.</p>