



Wolsingham Primary School Pupil Premium Statement 2020-21



Rationale

At Wolsingham Primary School, we believe that all children have the capacity to reach their full potential and are entitled to a high-quality education. We are firmly committed to ensuring that teaching and learning meets the needs of all our pupils. The attainment and progress of all vulnerable pupil groups, including disadvantaged pupils, is carefully tracked and monitored. We ensure that this data is used to identify our priorities accurately and that support and intervention is appropriately allocated and due to small numbers, linked to individual need. Our aim is to close the gap in attainment between disadvantaged and non-disadvantaged pupils.

Care should be taken when interpreting the differences in attainment between groups of pupils. Most of our cohorts have a small minority of children who are disadvantaged pupils. Therefore, one child can represent a large proportion of the year group.

Reception – Year 6 Pupil Premium Funding

Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Previously Looked After Children	Number of Looked After Children	Number of Service Children
	Per Pupil £1,320	Per Pupil £1,320	Per Pupil £2,300	Per Pupil £1,700*	Per Pupil £300
Jan 20 Census – 19 (10.9%)	11	7	2	1	0
Sept 2019 – 17 (9.8%)	10	7	1	0	1

*Looked After Children receive £2,300 with £600 being retained centrally by the Local Authority.

Early Years Pupil Premium Funding

Total of Nursery Pupils	Number of Eligible Pupils	Number of Eligible Boys	Number of Eligible Girls	Total EYPP Budget
	Hourly Rate £0.53	Hourly Rate £0.53	Hourly Rate £0.53	Hourly Rate £0.53
0	0	0	0	0

Pupil Premium Summary Information

Total Number of Pupils (Inc. FTE)	Jan 20 Census – 193 Sept 2020 - 174	Number of Pupils Eligible	Jan 20 Census – 19 (9.8%) Sept 2020 – 19 (10.9%)
Total Pupil Premium Budget	£25,040	% of Pupils Eligible	Jan 20 Census – 19 (9.8%) Sept 2020 – 19 (10.9%)

1. Current attainment (2019 – Disadvantaged pupils outcomes)

EYFS – 26 pupils (1 disadvantaged)								
Good Level of Development	School FSM	NA Other 2019	School diff	Nat diff 2019				
	0%	75%	-75%	-19%				
KS1 Y2 - 20 pupils (3 disadvantaged)	Expected Standard				Greater Depth Standard			
	School Dis	NA Other	School diff	Nat diff 2019	School Dis	NA Other	School diff	Nat diff 2019
Reading	67%	78%	-15%	-11%	14%	28%	-14%	-14%
Writing	67%	73%	-21%	-6%	7%	17%	-10%	-10%
Maths	67%	79%	-15%	-12%	12%	24%	-12%	-12%
KS2 Y6 - 33 pupils (6 disadvantaged)	Expected Standard				Higher/ Greater Depth Standard			
	School Dis	NA Other	School diff	Nat diff 2019	School Dis	NA Other	School diff	Nat diff 2019
Reading	33%	78%	-52%	-45%	0%	31%	-31%	-14%

Writing	33%	83%	-45%	-15%	0%	24%	-24%	-13%
Maths	50%	83%	-39%	-12%	0%	31%	-31%	-15%
GPS	50%	83%	-35%	-17%	17%	40%	-23%	-15%
RWM combined	17%	70%	-27%	-10%	0%	13%	-13%	-8%

2. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Speech and language difficulties affecting progress towards GLD in prime areas by end of reception.
B.	Cognition and learning difficulties impacting on progress made in reading, writing and maths.
C.	Social and Emotional difficulties impacting on progress made across KS1.
D.	Phonological awareness and reading difficulties.
E.	Progress in writing (particularly Upper KS2)

External barriers *(issues which also require action outside school, such as low attendance rates)*

F.	Few opportunities for first-hand cultural and life experiences reduce opportunities to develop and stimulate a love of learning.
G.	The percentage of pupil premium persistent absence is higher than those nationally.
H.	Pupils unprepared for school activities and home learning tasks incomplete due to parents unable to provide support with learning at home and lack of technology to support home learning.

3. Desired outcomes

(Desired outcomes and how they will be measured)

		Success criteria 2018/19 data used for comparison as no 2019/20 data available.
A.	The proportion of PP pupils with speech and language difficulties achieving GLD at the end of Reception increases.	The % of PP pupils achieving GLD in CLL at the end of Reception or making accelerated progress increases compared to 18/19 data.
B.	The proportion of PP pupils with cognition and learning difficulties making at least expected progress increases.	The % of PP pupils with cognition and learning difficulties making at least expected progress in reading, maths and particularly writing increases compared to 18/19 data.

C.	Social-emotional difficulties have limited impact on learning.	PP+ pupils achieve at least end of year expectations in reading, writing and maths.
D.	PP pupils in KS1 and KS2 make accelerated progress in reading across 20/21.	<p>The % of PP pupils making accelerated progress in reading increases compared to 18/19 data.</p> <p>The % of PP pupils achieving end of year expectations in reading increases compared to 18/19 data.</p> <p>The % of PP pupils making at least expected progress by the end of KS2 in reading increases compared to 18/19 data.</p> <p>The % of higher prior attaining PP pupils making at least expected progress across KS2 in reading increases compared to 18/19 data.</p> <p>The regularity of reading and Accelerated Reader quiz scores increases across 20/21 for all PP pupils.</p>
E.	The proportion of PP pupils making at least expected progress across KS2 in writing increases.	<p>The % of PP pupils making at least expected progress across KS2 increases across all cohorts compared to 18/19 data.</p> <p>The % of PP pupils making at least expected progress by the end of KS2 in writing increases compared to 18/19 data.</p> <p>The % of middle and higher prior attaining PP pupils making at least expected progress by the end of KS2 in writing increases compared to 18/19 data.</p>
F.	Increased opportunities for first-hand cultural and life experiences contributes to improved outcomes across reading, writing and maths.	PP pupils access first-hand experiences including virtual experiences which further support outcomes in reading, writing and Maths.
G.	The percentage of pupil premium absentees reduces further and is in line with those of national.	<p>The % of PP persistent absentees reduces and is in line with the national average.</p> <p>The % of PP lateness reduces from that of 2018/19.</p> <p>The average % attendance for PP pupils increases compared to 2018/19.</p>

H.	Learning and school experience is not impeded by parental ability to support learning at home, family organisation and /or poverty.	<p>All PP pupils are prepared for school activities enabling them to fully participate in learning.</p> <p>All PP pupils are able to access and complete remote learning activities.</p> <p>Increase in the proportion of parents engaging in their child's education and increased awareness of the school curriculum.</p> <p>The % of PP pupils completing home learning / homework increases.</p> <p>The % of PP pupils reading regularly and completing AR quizzes regularly increases.</p>
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4. Planned Expenditure					
Academic Year			2020-21		
i. Quality of teaching for all					
Desired Outcome	Action	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>A. The proportion of PP pupils with speech and language difficulties achieving GLD at the end of Reception increases.</p> <p><i>The % of PP pupils achieving GLD in CLL at the end of Reception or making accelerated progress increases compared to 18/19 data.</i></p>	<p>Targeted invention by staff in identified year groups and particularly in Reception.</p> <p>£1,014 (2 hours per week TA support/intervention)</p>	<p>Data analysis shows that due to small cohorts of PP children, attainment and progress varies between year groups.</p>	<p>Half termly monitoring of interventions with evidence of impact over time.</p> <p>Half termly review of data at standards and achievement meetings – focus upon those PP pupils on track to attain aspirations.</p>	<p>SLT</p>	<p>Half termly</p> <p>Curriculum and Standards governing body meetings</p> <p>Standards and Achievement meetings</p>

	<p>Purchase and use of Speech Link software to aid identification of issues.</p> <p>£208</p>	<p>Increase in children entering Reception with speech and language difficulties – quick and targeted identification.</p>	<p>Monitoring of results, planned intervention and delivery.</p>	<p>SENCO</p> <p>SLT</p>	<p>Half termly</p> <p>Curriculum and Standards governing body meetings</p> <p>Standards and Achievement meetings.</p>
<p>D. PP pupils in KS1 and KS2 make accelerated progress in reading across 19/20.</p> <p><i>The % of PP pupils making accelerated progress in reading increases compared to 18/19 data.</i></p> <p><i>The % of PP pupils achieving end of year expectations in reading increases compared to 18/19 data.</i></p> <p><i>The % of PP pupils making at least expected progress by the end of KS2 in reading increases compared to 18/19 data.</i></p> <p><i>The % of higher prior attaining PP pupils making at least expected progress across KS2 in reading increases compared to 18/19 data.</i></p> <p><i>The regularity of reading and Accelerated Reader quiz scores increases across 19/20 for all PP pupils.</i></p>	<p>Targeted intervention by teachers in identified year groups including for PP children.</p>	<p>Data analysis shows that due to small cohorts of PP children, attainment and progress varies between year groups.</p>	<p>Half termly monitoring of interventions with evidence of impact over time.</p> <p>Half termly review of data at standards and achievement meetings – focus upon those PP pupils on track to attain aspirations.</p>	<p>SLT</p>	<p>Half termly</p> <p>Curriculum and Standards governing body meetings</p> <p>Standards and Achievement meetings</p>
	<p>Continued purchase of Accelerated Reader program</p> <p>£1,450</p>	<p>Accelerated Reader appears to be effective for weaker readers as a catch-up intervention based on evidence for Education Endowment Fund. It allows pupils to read for pleasure as well as widely and often, widening pupils' experience of text features and language thus impacting on writing abilities. Program can also be linked to "out of school" use and will help develop links with parents.</p>	<p>Half termly cohort development plans.</p> <p>Monitoring of interventions and AR by senior leaders.</p>	<p>SLT</p>	<p>SLT meetings with KS leaders half termly.</p> <p>Half termly.</p>

	<p>Purchase of MyON online reading books linked to ARP</p> <p>£1,500</p>	<p>Pupils found accessing reading books of a suitable level and on which they could complete AR quizzes difficult during lockdown.</p>	<p>Use monitored on a half termly basis and particularly during periods of self-isolation and lockdown.</p>	<p>English Lead</p>	<p>SLT meetings with KS leaders half termly.</p> <p>Half termly.</p>
	<p>Read Write Inc. Training for new teachers and Teaching Assistants including cover costs and resources.</p> <p>£520</p>	<p>Synthetic phonics programmes are an effective method for developing early reading. Children are taught to read letters or groups of letters by saying the sound(s) they represent. Children can then start to read words by blending (synthesising) the sounds together to make a word.</p>	<p>Half-termly assessments of phonic sounds.</p>	<p>English Lead</p>	<p>Half termly.</p> <p>SLT meetings</p>
<p>E. The proportion of PP pupils making at least expected progress across KS2 in writing increases.</p> <p><i>The % of PP pupils making at least expected progress across KS2 increases across all cohorts compared to 18/19 data.</i></p>	<p>Ongoing CPD for teaching and support staff – effective first quality teaching strategies. Model lessons by curriculum leads and external providers (e.g. Adam Bushnell)</p> <p>£890</p>	<p>Assessment analysis and work scrutiny indicates poor knowledge of approaches to planning extended writing particularly in KS2.</p>	<p>Monitoring of teaching (teaching pupils' planning of extended writing) and pupil work.</p>	<p>English lead KS leaders</p>	<p>SLT meetings</p>

<p><i>The % of PP pupils making at least expected progress by the end of KS2 in writing increases compared to 18/19 data.</i></p> <p><i>The % of middle and higher prior attaining PP pupils making at least expected progress by the end of KS2 in writing increases compared to 18/19 data.</i></p>	<p>Purchase of Literacy Shed+ resource to aid planning for writing.</p> <p style="text-align: center;">£137</p>	<p>Planning scrutiny indicates support required in development of progression of writing skills.</p> <p>Provide engaging and enjoyable stimulus for writing.</p>	<p>Monitoring of teaching and pupil work.</p>	<p>English lead KS leaders</p>	<p>SLT meetings</p>
<p>F. Increased opportunities for first-hand cultural and life experiences contributes to improved outcomes across reading, writing and maths.</p> <p><i>PP pupils access first-hand experiences including virtual experiences which further support outcomes in reading, writing and Maths.</i></p>	<p>Provide internal and external learning experiences to create relatable reasons to read widely and write creatively.</p> <p>Subsidised Residential Visits (£562). Subsidised educational visits. (£60) Musical instrument tuition (£110)</p> <p style="text-align: center;">£3,190</p>	<p>Consultation with teaching staff shows that this is a barrier for learning of many PP children.</p> <p>Relevant experiences provided last academic year results in higher standards of writing.</p>	<p>Half termly monitoring.</p>	<p>English lead Maths lead</p>	<p>Half termly SLT meetings.</p>
Total budgeted cost				£8,909	
ii. Targeted support					
Desired Outcome	Action	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>A. The proportion of PP pupils with speech and language difficulties achieving GLD at the end of Reception increases.</p> <p><i>The % of PP pupils achieving GLD in CLL at the end of Reception or making accelerated progress increases compared to 18/19 data.</i></p>	<p>Targeted support by TAs in identified year groups (N, R, Y1, Y5) particularly where there is a higher proportion of PP children who also have SEND needs.</p> <p>£1,014 (2 hours per week)</p>	<p>Analysis of data shows speech and language issues impacts on PP pupils' attainment and progress particularly in Reading and Writing.</p>	<p>Rigorous monitoring.</p> <p>SEND support plan reviews and meetings</p>	<p>SLT, English lead and SENCO</p>	<p>Half termly</p> <p>Monitoring Program</p> <p>SEN Meetings and reviews</p> <p>SLT meetings</p>
<p>B. The proportion of PP pupils with cognition and learning difficulties making at least expected progress increases.</p> <p><i>The % of PP pupils with cognition and learning difficulties making at least expected progress in reading, writing and maths increases compared to 18/19 data.</i></p>	<p>Targeted support by TAs in identified year groups particularly where cohorts are large, there is a higher proportion of PP children and PP children also have SEND needs).</p> <p>£2,535 (5 hours per week in class support maths and English x 3 TAs)</p>	<p>Analysis of data will be used to identify the areas of weakness and misconception for PP pupils with cognition and learning difficulties. Targeted TA support to be used to pre-teach concepts as required and also provide support for pupils to access work at age-related expectations.</p>	<p>Rigorous monitoring.</p> <p>Pupil progress reviews through staff meeting time.</p>	<p>SLT</p>	<p>Half termly</p> <p>Monitoring Program</p> <p>SLT meetings</p>
<p>C. Social-emotional difficulties have limited impact on learning.</p> <p><i>PP+ pupils achieve at least end of year expectations in reading, writing and maths.</i></p>	<p>Targeted support by at break times and lunchtimes, developing positive play and relationships with peers.</p> <p>£1,460 (1/2 hour per day)</p>	<p>Pupil with attachment disorder needs.</p>	<p>Monitoring through support plan reviews between class teacher, SENCO and parents.</p>	<p>SENCO</p>	<p>Half termly review meetings</p>

<p>D. PP pupils in KS1 and KS2 make accelerated progress in reading across 20/21.</p> <p><i>The % of PP pupils making accelerated progress in reading increases compared to 18/19 data.</i></p> <p><i>The % of PP pupils achieving end of year expectations in reading increases compared to 18/19 data.</i></p> <p><i>The % of PP pupils making at least expected progress by the end of KS2 in reading increases compared to 18/19 data.</i></p> <p><i>The % of higher prior attaining PP pupils making at least expected progress across KS2 in reading increases compared to 18/19 data.</i></p> <p><i>The regularity of reading and Accelerated Reader quiz scores increases across 20/21 for all PP pupils.</i></p>	<p>Targeted support by TAs in identified year groups (Y2, Y3, Y6) particularly where cohorts are large, there is a higher proportion of PP children and PP children also have SEND needs.</p> <p>£2,535 (5 hours per week in class support maths and English x 3 TAs)</p>	<p>Analysis of data shows attainment and progress for SEND PP pupils is low.</p>	<p>Rigorous monitoring.</p> <p>SEND support plan reviews and meetings</p>	<p>SLT, English lead and SENCO</p>	<p>Half termly</p> <p>Monitoring Program</p> <p>SEN Meetings and reviews</p> <p>SLT meetings</p>
<p>E. The proportion of PP pupils making at least expected progress across KS2 in writing increases.</p> <p><i>The % of PP pupils making at least expected progress across KS2 increases across all cohorts compared to 18/19 data.</i></p> <p><i>The % of PP pupils making at least expected progress by the</i></p>	<p>Provide cover for class teachers to deliver small group reading skills interventions in Y5 and Y6.</p> <p>£1,014 (2 hours per week – 1 hour per class)</p>	<p>Class teachers have a greater understanding of the children’s learning needs to provide effective input.</p>	<p>Half termly monitoring of interventions with evidence of impact over time.</p> <p>Half termly standards and achievement meetings with PP focus.</p>	<p>SLT</p>	<p>Half termly</p> <p>Monitoring Program</p> <p>SEN Meetings and reviews</p> <p>SLT meetings</p>

<p>end of KS2 in writing increases compared to 18/19 data.</p> <p>The % of middle and higher prior attaining PP pupils making at least expected progress by the end of KS2 in writing increases compared to 18/19 data.</p>					
Total budgeted cost				£8,558	
iii. Other approaches					
Desired Outcome	Action	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>C. Social-emotional difficulties have limited impact on learning.</p> <p><i>PP+ pupils achieve at least end of year expectations in reading, writing and maths.</i></p>	<p>Attendance at school holiday club.</p> <p>£350</p>	<p>Pupil with attachment disorder needs – finds returning to school following holiday periods difficult.</p>	<p>Monitoring through support plan reviews between class teacher, SENCO and parents.</p>	<p>SENCO</p>	<p>Half termly review meetings</p>
<p>G. The percentage of pupil premium absentees reduces further and is in line with those of national.</p> <p><i>The % of PP persistent absentees reduces and is in line with the national average.</i></p> <p><i>The % of PP lateness reduces from that of 2018/19.</i></p>	<p>HT to monitor attendance and lateness on a weekly basis – following up with required action e.g. letters, meetings, referrals.</p> <p>£780</p>	<p>Analysis of attendance data shows PP absenteeism is above school level for non-PP pupils.</p>	<p>HT to monitor – ongoing</p> <p>Attendance management. Toolkit utilised by HT.</p> <p>Governors to monitor attendance data every term.</p>	<p>HT</p>	<p>Half termly</p> <p>Governing body meeting.</p>

<p><i>The average % attendance for PP pupils increases compared to 2018/19.</i></p>					
<p>H. Learning and school experience is not impeded by parental ability to support learning at home, family organisation and /or poverty.</p> <p><i>All PP pupils are prepared for school activities enabling them to fully participate in learning.</i></p> <p><i>All PP pupils are able to access and complete remote learning activities.</i></p> <p><i>Increase in the proportion of parents engaging in their child's education and increased awareness of the school curriculum.</i></p> <p><i>The % of PP pupils completing homework increases.</i></p> <p><i>The % of PP pupils reading regularly and completing AR quizzes regularly increases.</i></p>	<p>Teaching staff to consult with SLT if they judge a PP to be not accessing any curriculum area well due to a lack of equipment or unable to complete home learning tasks.</p> <p>£950 (£50 per pupil)</p>	<p>Consultation with teaching staff shows that this is a barrier for learning of many PP children.</p>	<p>Review of PP in staff meeting including teachers and teaching assistants to highlight the approach to this target on a half termly basis.</p>	<p>SLT</p>	<p>Half termly</p>
	<p>Seesaw app purchased to support remote learning and homework providing pupils with teaching resources as well as learning activities.</p> <p>£740</p>	<p>Structured delivery of remote learning benefitted majority of pupils during lock down due to Covid-19.</p>	<p>On-going review of use by pupils during self-isolation and periods of lock down as well as homework.</p>	<p>SLT</p>	<p>Half termly</p>
	<p>Times Tables Rockstars and Numbots programs providing online practise of basic maths skills.</p> <p>£250</p>	<p>Assessment upon return to school following lock down due to Covid-19 indicated that pupils lost important arithmetic knowledge and number skills.</p>	<p>Whole school launch.</p> <p>Mixture of in class and home use.</p> <p>On-going review of use by pupils and improvement in recall speed and fact knowledge.</p>	<p>Maths Lead/ SLT</p>	<p>Half termly</p>
	<p>Technology made available for PP pupils to access learning at home.</p>	<p>Disadvantaged pupils accessed remote learning during lock</p>	<p>Regular contact with PP families.</p>	<p>SLT</p>	<p>Half termly</p>

	£4,500 (9 laptops @ £500)	down due to Covid-19 less frequently than other pupils due to technical difficulties.	Home school agreements re use of technology. Regular monitoring of use of technology to access web based learning set by school.		
Total budgeted cost					£7,570

5. Review of expenditure				
Previous Academic Year		2019-20		
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 (and whether you will continue with this approach)	Cost
A. The proportion of PP pupils with speech and language difficulties achieving GLD at the end of Reception increases. <i>The % of PP pupils achieving GLD in CLL at the end of Reception or making accelerated progress increases compared to 18/19 data.</i>	Targeted invention by staff in identified year groups and particularly in Reception.	Majority of children identified, issues are eliminated by the end of Reception. Significant improvements in the S&L difficulties of the minority of children with profound S&L difficulties in higher year groups where professional S&L therapists are required – 3 children. 94% of pupils in Reception predicted to achieve GLD in S&L by the end of Reception. Compare to 84% in 18/19.	Tried and tested approach that works – continue.	£568
	Ongoing CPD for teaching and support staff – effective quality first teaching strategies.		Only continued if new staff join the school.	£1,500
	Purchase and use of Speech Link software to aid identification of issues.		Programme works well, clear issues identified and enabled early referrals to S&L therapy – continue.	£208

		<p>Greater awareness amongst staff – particularly those in KS2 where language difficulties can be supported by adapting daily practise in the classroom.</p> <p>Enabled clear identification of children with speech and language difficulties enabling staff to ensure that these were developed throughout Reception.</p>		
<p>D. PP pupils in KS1 and KS2 make accelerated progress in reading across 19/20.</p> <p><i>The % of PP pupils making accelerated progress in reading increases compared to 18/19 data.</i></p> <p><i>The % of PP pupils achieving end of year expectations in reading increases compared to 18/19 data.</i></p> <p><i>The % of PP pupils making at least expected progress by the end of KS2 in reading increases compared to 18/19 data.</i></p> <p><i>The % of higher prior attaining PP pupils making at least expected progress across KS2 in reading increases compared to 18/19 data.</i></p> <p><i>The regularity of reading and Accelerated Reader quiz scores increases across 19/20 for all PP pupils.</i></p>	<p>Targeted intervention by teachers in identified year groups including for PP children.</p>	<p>86% of PP children made at least expected progress across the first 2 terms in reading.</p> <p>50% of PP children made better than expected progress across the first 2 terms in reading.</p>	<p>Continue.</p>	
	<p>Continued purchase of Accelerated Reader program.</p>	<p>End of KS2 data not available due to tests being cancelled due to Covid-19.</p> <p>Increase in regularity of reading and number of accelerated reader quizzes completed across all year groups.</p>	<p>Continues to support reading development for all pupils.</p>	<p>£1450</p>
	<p>Purchase of bookmarks for whole school Reading Challenge.</p>	<p>Some training completed and updated resources purchased. Could not be completed entirely due to Covid-19 restrictions.</p>	<p>Used as an incentive for children to boost reading as a priority – initiative no longer needed.</p>	<p>£60</p>

	<p>Read Write Inc. Training update for teachers and Teaching Assistants including cover costs and resources.</p>		<p>Build in regular updates of training as RWInc. Programme develops and new strategies introduced. Continue to ensure new staff have training when they join the school.</p>	<p>£1,000</p>
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<p>E. The proportion of PP pupils making at least expected progress across KS2 in writing increases.</p> <p><i>The % of PP pupils making at least expected progress across KS2 increases across all cohorts compared to 18/19 data.</i></p> <p><i>The % of PP pupils making at least expected progress by the end of KS2 in writing increases compared to 18/19 data.</i></p> <p><i>The % of middle and higher prior attaining PP pupils making at least expected progress by the end of KS2 in writing increases compared to 18/19 data.</i></p>	<p>Ongoing CPD for teaching and support staff – effective first quality teaching strategies. Model lessons by curriculum leads and external providers (e.g. Adam Bushnell)</p>	<p>63% of PP pupils were making at least expected progress across KS2 in writing by the end of the first 2 terms.</p> <p>End of KS2 data not available due to tests being cancelled due to Covid-19.</p>	<p>Continued improvement in the teaching of writing – continue.</p>	<p>£700</p>
	<p>Purchase of Literacy Shed+ resource to aid planning for writing.</p>	<p>90% of middle and higher prior attaining pupils predicted to make at least expected progress by the end of KS2 in writing.</p> <p>100% of PP pupils were predicted to have made at least expected progress by the end of KS2 in writing.</p>	<p>Used regularly by staff to support planning of teaching of writing and to increase enjoyment in writing for pupils. Used effectively during lockdown – continue.</p>	<p>£137</p>
<p>F. Increased opportunities for first-hand cultural and life experiences contributes to improved outcomes across reading, writing and maths.</p> <p><i>PP pupils access first-hand experiences which further support outcomes in writing and Maths.</i></p>	<p>Provide internal and external learning experiences to create relatable reasons to read widely and write creatively. E.g. Teach Rex, storytellers, problem solving experiences, historical experiences.</p> <p>Forest Schools half termly sessions for each year group Subsidised Residential Visits Subsidised educational visits Musical instrument tuition</p>	<p>Opportunities were reduced due to the school closure in March due to Covid-19.</p>	<p>These types of additional activities historically have helped to improve outcomes in reading, writing and maths.</p> <p>Pupils report that these experiences help their writing in particular – continue.</p>	<p>£5255</p>
<p>iv. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>A. The proportion of PP pupils with speech and language difficulties achieving GLD at the end of Reception increases.</p> <p><i>The % of PP pupils achieving GLD in CLL at the end of Reception or making accelerated progress increases compared to 18/19 data.</i></p>	<p>Targeted support by TAs in identified year groups (N, R, Y1) particularly where there is a higher proportion of PP children who also have SEND needs.</p>	<p>94% of pupils in Reception predicted to achieve GLD in S&L by the end of Reception. Compare to 84% in 18/19.</p>	<p>Regular, targeted intervention is successful in ensuring all but those with profound S&L difficulties no longer require S&L intervention by the end of Reception – continue.</p>	<p>£852</p>
<p>B. The proportion of PP pupils with cognition and learning difficulties making at least expected progress increases.</p> <p><i>The % of PP pupils with cognition and learning difficulties making at least expected progress in reading, maths and particularly writing increases compared to 18/19 data.</i></p>	<p>Targeted support by TAs in identified year groups particularly where cohorts are large, there is a higher proportion of PP children and PP children also have SEND needs).</p>	<p>100% of PP pupils with cognition and learning difficulties made at least expected progress across the first 2 terms in reading and maths.</p> <p>50% of PP pupils with cognition and learning difficulties made at least expected progress across the first 2 terms in writing.</p>	<p>Continue to support in reading and maths but increase focus on support in writing for these pupils.</p>	<p>£2,272</p>
<p>C. Social-emotional difficulties have limited impact on learning.</p> <p><i>PP+ pupils achieve GLD for PSED or make accelerated progress in PSED across Reception.</i></p>	<p>Targeted support by TA in Reception.</p>	<p>PP+ pupil made better than expected progress in PSED across the first two terms in Reception.</p>	<p>Greater difficulties identified developing effective relationships with peers at break times and lunchtimes – therefore focus in this area.</p>	<p>£2,828</p>
<p>D. PP pupils in KS1 and KS2 make accelerated progress in reading across 19/20.</p> <p><i>The % of PP pupils making accelerated progress in reading increases compared to 18/19 data.</i></p>	<p>Targeted support by TAs in identified year groups (Y1, Y2, Y5, Y6) particularly where cohorts are large, there is a higher proportion of PP children and PP children also have SEND needs.</p>	<p>86% of PP children made at least expected progress across the first 2 terms in reading.</p> <p>50% of PP children made better than expected progress across the first 2 terms in reading.</p>	<p>In class targeted support to access the curriculum of benefit to PP and SEND pupils.</p>	<p>£1,136</p>

<p><i>The % of PP pupils achieving end of year expectations in reading increases compared to 18/19 data.</i></p> <p><i>The % of PP pupils making at least expected progress by the end of KS2 in reading increases compared to 18/19 data.</i></p> <p><i>The % of higher prior attaining PP pupils making at least expected progress across KS2 in reading increases compared to 18/19 data.</i></p> <p><i>The regularity of reading and Accelerated Reader quiz scores increases across 19/20 for all PP pupils.</i></p>	<p>Deliver reading skills interventions and assist some children in ensuring they have completed reading quiz.</p>	<p>End of KS2 data not available due to tests being cancelled due to Covid-19.</p> <p>Increase in regularity of reading and number of accelerated reader quizzes completed across all year groups.</p>	<p>Improved sight vocabulary of those pupils who have poor phonological awareness.</p> <p>Reduction in number of pupils who have long periods without completing AR quizzes.</p>	£568
	<p>KS2 Reading Buddy program to help target pupils make better reading progress.</p> <p>In-school training for Y5/Y6 pupils in how to be an effective reading buddy.</p>			<p>Increase in the frequency of reading and quizzes taken by PP pupils when a buddy was there to make sure it happened on a regular basis.</p>
<p>E. The proportion of PP pupils making at least expected progress across KS2 in writing increases.</p> <p><i>The % of PP pupils making at least expected progress across KS2 increases across all cohorts compared to 18/19 data.</i></p> <p><i>The % of PP pupils making at least expected progress by the end of KS2 in writing increases compared to 18/19 data.</i></p> <p><i>The % of middle and higher prior attaining PP pupils making at least expected progress by the end of KS2 in writing increases compared to 18/19 data.</i></p>	<p>Provide cover for class teachers to deliver small group writing skills interventions in Y5 and Y6.</p>	<p>63% of PP pupils were making at least expected progress across KS2 in writing by the end of the first 2 terms.</p> <p>End of KS2 data not available due to tests being cancelled due to Covid-19.</p> <p>90% of middle and higher prior attaining pupils predicted to make at least expected progress by the end of KS2 in writing.</p> <p>100% of PP pupils were predicted to have made at least expected progress by the end of KS2 in writing.</p>	<p>Class teachers delivering small group intervention resulted in key areas being addressed more quickly that could be followed up by pupils in class and therefore was more effective than TA or other staff members delivering intervention.</p>	£2,272

v. Other approaches				
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)	Cost
<p>C. Social-emotional difficulties have limited impact on learning.</p> <p><i>PP+ pupils achieve GLD for PSED or make accelerated progress in PSED across Reception.</i></p>	Attendance at school holiday club.	<p>PP+ pupil made better than expected progress in PSED across the first two terms in Reception.</p> <p>Holiday Clubs in May and July cancelled due to Covid-19.</p>	Access would continue to benefit pupil.	£100
<p>G. The percentage of pupil premium absentees reduces further and is in line with those of national.</p> <p><i>The % of PP persistent absentees reduces and is in line with the national average.</i></p> <p><i>The % of PP lateness reduces from that of 2018/19.</i></p> <p><i>The average % attendance for PP pupils increases compared to 2018/19.</i></p>	HT to monitor attendance and lateness on a weekly basis – following up with required action e.g. letters, meetings, referrals.	<p>11.7% of PP pupils were persistently absent across the first 2 terms compared to 31.3% in 2018/19.</p> <p>PP attendance for the first 2 terms was 94.72% compared to 93.38% in 2018/19.</p> <p>0.22% of PP later before registers close and 0.07% after registers close across first 2 terms compared to 1.58% and 0.74% in 2018/19.</p>	Attendance of PP pupils is improving, however there are still some families causing concern and therefore monitoring of attendance for PP pupils should continue.	£780
<p>H. Learning and school experience is not impeded by family organisation and /or poverty.</p> <p><i>All PP pupils are prepared for school activities enabling them to fully participate in learning.</i></p>	Teaching staff to consult with SLT if they judge a PP to be not accessing any curriculum area well due to a lack of equipment or unable to complete home learning tasks.	Stationary equipment and home learning packs provided to PP pupils where required to enable them to carry out learning activities at home during lockdown.	Evident during lockdown of the need to provide technology for PP pupils at home to enable remote learning.	£300

<p>I. The resilience and independence of PP pupils particularly in Year 6 increases.</p> <p><i>Children are more resilient and are able to challenge themselves in their learning with increasing confidence.</i></p> <p><i>Conversations with children reveal their enthusiasm for learning and resilience to failure.</i></p> <p><i>Work scrutiny reveals pride in their work.</i></p>	<p>Staff to utilise school's Growth Mindset learning that has been completed with all classes - particularly on the vocabulary children use.</p> <p>Teacher-directed use of TA time to complete booster work in subject areas that PP pupils are struggling with.</p> <p>Teacher monitors the level of challenge of these pupils closely in lessons to ensure they are challenging themselves and are supported in correcting errors in work.</p>	<p>Particular resilience demonstrated by Year 6 pupils due to events of COVID-19. Home learning was completed well and any difficulties in submitting work were solved by pupils. Pupils coped well and with a mature attitude upon return to school at the end of the summer term and had very few worries about transition to secondary school.</p>	<p>Growth Mindset embedded within teaching and learning.</p>	<p>£0</p>
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