

South Stanley Juniors Pupil Premium Strategy 2020-21

1. Summary information					
School	South Stanley Juniors				
Academic Year	2020-2021	Total PP budget	£165, 000	Date of most recent PP Review	July 2020
Total number of pupils	173	Number of pupils eligible for PP	100 = 58%	Date for next internal review of this strategy	Jan 2021

2. Current attainment		
	<i>Pupils eligible for PP Y6 2019-20 25 – 76% of cohort</i>	<i>Pupils eligible for PP (national average for 2019-20) Average 30% of cohort</i>
% achieving expected standard or above in reading, writing & maths	48%	
% reaching expected standard in reading	56%	
% reaching expected progress in writing	56%	
% reaching expected progress in mathematics	56%	
3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Some pupils may not be working at age related level and have conceptual gaps and misunderstandings in some or all core subjects.	
B.	Lack of fluency, stamina and limited vocabulary which adversely affects reading and writing performance.	
C.	In some cases, learning skills may need development, eg organisation, commitment and resilience.	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
D.	Low attendance (attendance at school not always seen as a priority)	
E.	Lack of experiences that enrich and support learning	
F.	High proportion of pupils who have social, emotional and mental health (SEMH) needs	

4. Desired outcomes and how they will be measured		Success criteria
<p>A.</p>	<p>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 expectations.</p> <p>To ensure pupils consolidate basic skills.</p> <p>To respond rapidly with targeted teaching for pupils at risk of underachievement.</p>	<ul style="list-style-type: none"> • Pupils will meet (or exceed) age related expectation in English and maths. • All staff will receive appropriate CPD to facilitate development and high-quality teaching. • Lower set maths groups must be taught by the more experienced teacher (SLT must agree this). • Teachers will use formative assessment to adapt teaching sequences and plans to pupil need. • Teachers will give pupils weekly opportunities to consolidate key skills in phonics, reading and maths. • Support staff will support learning effectively. • Additional intervention sessions will take place, based on gaps, need.
<p>B.</p>	<p>Targeted pupils to receive 1:1 reading intervention.</p> <p>To develop opportunities for oracy throughout the school curriculum.</p> <p>To further embed and sustain a reading culture that ensures all pupils read regularly and develop 'reading for pleasure'.</p> <p>Pupils read regularly and have access to high quality texts (class novels, guided reading books, topic specific books and home reading).</p> <p>Pupils will write extended pieces each week and receive effective feedback to improve these pieces.</p> <p>Pupils will write maths journal entries to develop mathematical language and reasoning skills.</p>	<ul style="list-style-type: none"> • A greater proportion of PP children reach age related expectations in reading and writing across the school. • Fortnightly oracy assemblies will provide structure and scaffolding for speaking and listening. • A class oracy follow up activity will take place during one of the 20-minute PSHCE sessions. • Pupils will read at home at least three times per week. • Pupils (who need to) will have additional reading at least three times per week. • Guided reading sessions will include elements of retrieval, meaning and inference. • Reading Plus quantity/quality will be celebrated fortnightly in assembly, as well as reading competitions throughout the year. • Class teachers must reward weekly reading as they see fit (eg extra break or prizes). • Class novels must be read by the teacher – daily. • 1 x vocabulary and 2 x grammar and punctuation sessions will be taught per week. • Teachers must provide precise feedback and time for pupils to respond. • Pupils will complete maths journals each week.

<p>C.</p>	<p>Pupils will be proactive, organised learners.</p>	<ul style="list-style-type: none"> • Pupils (who need it) must be provided with visual timetables. • Praise and recognition must be given to active learners. • Calmer classroom and Thrive techniques must be implemented. • All pupils (inc. non PP) will have a structured termly mentoring meeting with their teachers. • Teachers must keep all PP documents. <table border="1" data-bbox="1285 320 2085 456"> <thead> <tr> <th colspan="5">ATTITUDE TO LEARNING:</th> </tr> <tr> <th></th> <th>Needs improvement</th> <th>Satisfactory</th> <th>Good</th> <th>Excellent</th> </tr> </thead> <tbody> <tr> <td>Showing a keenness to ask and answer questions</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Ability to work independently</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Being resilient and tenacious</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Home reading</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Behaviour in school</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	ATTITUDE TO LEARNING:						Needs improvement	Satisfactory	Good	Excellent	Showing a keenness to ask and answer questions					Ability to work independently					Being resilient and tenacious					Home reading					Behaviour in school				
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<p>D.</p>	<p>To form positive relationships with parents to raise the profile of attendance. All disadvantaged pupils will meet expectations for attendance and punctuality.</p>	<ul style="list-style-type: none"> • All our disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils. • The school will write letters/contact parents proactively if attendance slips. • Families to engage with Educational Welfare Officer. • Breakfast club will be offered to priority pupils. • 100% attendance will be rewarded termly. 																																			
<p>E.</p>	<p>School will deliver an engaging, broad and varied curriculum. To provide rich experiences in order to enhance personal development.</p>	<ul style="list-style-type: none"> • Acquisition of lifelong skills such as resilience and confidence which supports PP pupils in accessing the curriculum and the next steps in their education. • Age appropriate subject skills will be taught within a mixture of thematic and discreet learning approaches. • Pupils will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day. These criteria may be affected by Covid-19. 																																			

F.	To provide support and self-help strategies for pupils with SEMH needs	<ul style="list-style-type: none"> • A reduction in the number of fixed-term exclusions and a reduction in the number of behavioural incidents for PP pupils. • Pupils (who need to) will have time with the school counsellor (weekly 1:1 session for a half term or small group sessions for a half term). • Connecting with Children provided for pupils who need it. • Thrive interventions provided for groups and individuals. • Teachers/SLT to provide parents with information about outside agencies, where appropriate. • Thrive approaches for QFT
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Planned expenditure						
Academic year	2020-2021					
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies						
Quality of teaching for all						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?	EOY Review (June 2021)
A. To use CPD to ensure teaching is of an excellent standard	CPD for teaching staff led by SLT, middle leaders and experts.	July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership.	All foci are part of School Development Plan and Self Evaluation. Learning walks and lesson observations	Headteacher Deputy Assistant HT Maths lead	Half-termly	CPD focus this year: <ul style="list-style-type: none"> • Challenge in core subjects • Differentiation • Vocabulary

						<ul style="list-style-type: none"> • Ensure progress of PP pupils • CPD from subject leads (foundation subjects)
<p>A. To increase staff subject knowledge and confidence in delivering systematic phonics sessions</p> <p>Pupils have improved phonic knowledge that supports reading</p>	<p>External CPD provided for Sounds Write phonics scheme.</p> <p>HT from infant school to provide further CPD.</p> <p>Phonics to be taught daily for pupils who need it.</p>	<p>A high proportion of pupils enter school with low scores on the Year 2 phonics screening check.</p> <p>'Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months'</p>	<p>Staff training and resources purchased to match pupils' phonic stage. Lesson observations and progress check on children's phonic skills.</p>	<p>Headteacher Assistant HT</p>	<p>Half-termly</p>	<p>Subject leader has detailed action plans and CPD/support provided this term (predominantly autumn term due to COVID)</p> <p>Further CPD for next academic year:</p> <ul style="list-style-type: none"> • New Y3 teacher trained in Sounds Write; • Continuation of strategies used in Sounds Write throughout KS2; • Shared whole school vocabulary linked to

<p>A. To have rigorous basic skills approaches in place for maths, phonics and grammar</p>	<p>Pupils will complete daily basic maths sessions.</p> <p>Pupils will complete termly arithmetic (SLP test) and SPAG test (Twinkl test).</p> <p>Teachers will use formative ass. information to respond to and adapt teaching.</p> <p>Pupils will use 'Time Table Rockstars' and active maths sessions each week to consolidate tables.</p> <p>Teachers will deliver daily phonics and spelling sessions.</p> <p>Teachers will teach 2 grammar/punctuation sessions and vocabulary.</p>	<p>Pupils need a sound understanding of number bonds and times tables to free the working memory to successfully apply more complicated maths operations.</p> <p>Daniel Willingham (Psychologist at the University of Virginia) states: <i>Automatic retrieval of basic maths facts is critical to solving complex problems because complex problems have simpler problems embedded in them.</i></p> <p>Regular practice ensures consolidation.</p>	<p>Half termly monitoring of Daily 5 maths books.</p> <p>Lesson observations and learning walks will provide SMART targets for teachers, if necessary.</p> <p>Teachers to praise and celebrate 'Time Table Rockstars' league tables.</p>	<p>Headteacher Deputy Assistant HT Maths lead</p>	<p>Half-termly</p>	<p>Daily basic maths skills fully embedded across the majority of KS2 and this has positively impacted on arithmetic scores in termly tests; however, there was a dip in scores after spring lockdown.</p> <p>Daily maths books monitored in summer term and actions agreed.</p> <p>Teachers did not administer termly SPAG tests this year; however, spelling tests were given. This informed planning for the summer term.</p> <p>Time Table Rockstars used consistently across school, more so in LKS2.</p> <p>Daily phonics delivered, where appropriate. By summer 1, only 18% of Y3 pupils still receiving daily phonics and a small group of SEND pupils in Y4.</p>
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<p>B. To develop opportunities for oracy across the school.</p>	<p>Fortnightly, oracy assembly with visual stimulus, oracy stems and designated speaking, listening activities.</p> <p>Classes will have a fortnightly, in class, oracy session to follow up on the assembly.</p> <p>There will also be a weekly vocabulary session.</p> <p>Meaning of words will be a golden thread when reading anything across the curriculum.</p> <p>Pupils will be encouraged to use the stage outside to practise their oracy skills.</p> <p>Disadvantaged pupils will engage in Language Link activities.</p>	<p>Research has shown that there can be a significant difference in vocabulary of different groups. The Early Catastrophe Paper (Hart and Risley, 2003) reports: Vocabulary (at age 3) of a child from a disadvantaged family: 500 words Vocabulary (at age 3) of a child from.</p> <p>Further evidence found in the EEF Improving Literacy in KS2, recommendation 1.</p>	<p>Oracy assemblies will be led by English lead. Resources from 'Cornerstones' and https://noisyclasroom.com/ be used to ensure current content.</p> <p>A Teaching Assistant will supervise the use of the stage for during play times and encourage oracy games (provided by English lead)</p>	<p>Assistant HT/English lead</p>		<p>This was introduced in Autumn 2; however, not fully embedded due to the spring lockdown. Sessions started again in April 2021.</p> <p>Support staff were asked to keep a log of all PP pupils who participated in the activities.</p> <p>Weekly assemblies led by English lead focused on developing oracy. Key vocabulary related to oracy were discussed in these assemblies.</p> <p>Next steps: Other opportunities to develop Oracy to be explored. Further links between Oracy and Vocabulary to be explored.</p>
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<p>B. To embed and sustain a reading culture that ensures all pupils read regularly and develop 'a love of books.'</p> <p>To have rigorous approaches in place to ensure pupils read regularly.</p>	<p>All classes will read a class novel, which will often link to writing.</p> <p>All classes must have a designated reading area.</p> <p>All teachers must keep a rigorous log of reading at home and follow procedures if they are not engaging with home reading.</p> <p>Teachers must provide opportunities for reading in all areas of the curriculum.</p> <p>Teachers will regularly (at least every half term) monitor home reading levels.</p> <p>Teachers must spend time with reluctant readers to identify what they would like to read. This means teachers must be knowledgeable about children's literature.</p> <p>English lead to ensure the library is well-stocked.</p>	<p>English lead used CLPE Reading for Pleasure 'What we Know Works' Sep 2018</p> <p>https://clpe.org.uk/site/default/files/Reading%20for%20Pleasure.pdf</p>	<p>Learning walks and lesson observations.</p> <p>English lead to monitor home reading logs.</p> <p>SLT involvement for persistent non-home readers.</p>	<p>Assistant HT/English lead</p>		<p>A well-balanced reading spine is in place across school which is daily read and enjoyed as a whole class.</p> <p>All classes have a designated reading area.</p> <p>All teachers keep logs and follow procedures regarding home reading. During lockdown, Reading Plus and Rapid Phonics was used as a way to ensure continuous reading.</p> <p>All topic lessons use a variety of texts. Recently (March 2021), the library has been cleared of dated, old texts.</p> <p>English lead has progression of levels for all year groups.</p> <p>'Pyjamarama Day' enthused pupils and they enjoyed getting a new book to take home.</p> <p>Next steps:</p> <p>New non-fiction texts need to be a priority for books in the library next year.</p> <p>Training needs to be sourced for a</p>
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<p>B. Pupils read regularly and have access to high quality texts within guided reading</p>	<p>Teachers will choose engaging texts and plan learning based on retrieval, meaning and inference.</p> <p>1.5 hours whole class teaching around the class novel, focussing on comprehension.</p> <p>Three 20-30-minute guided reading sessions per week.</p> <p>5 x 10 minute 'Demonstration Reading' sessions will take place each week.</p>	<p>Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.</p>	<p>English lead to monitor class reading folders and planning.</p> <p>Learning walks and observations.</p>	<p>Headteacher Deputy Assistant HT</p>	<p>Half-termly</p>	<p>Due to COVID, the monitoring of guided reading books was unable to take place across bubbles.</p> <p>Class timetables show daily time allocated to the class text, which is read by an adult.</p> <p>Guided reading sessions are embedded across the whole school.</p> <p>High quality classroom displays illustrate impact of class texts and highlights this as a focus to the children.</p>
<p>B. Pupils will write extended pieces each week and receive effective feedback to improve these pieces.</p>	<p>Every class will complete an extended piece of writing each week, which will use engaging texts/media as stimulus and be linked to topics where appropriate. The extended piece of writing may be in foundation books. Teachers will give useful feedback, and give the pupils guidance and time to react/respond to this.</p>	<p><i>Good literacy skills underpin academic success in every subject.</i> 'In my view, the most important thing a school can do for its pupils—and for society—is to teach them to read and write well.' Sir Kevan Collins, Chief Executive Education Endowment Foundation. Meta-Analysis of research by John Hattie breaks down quality teaching into:</p> <ul style="list-style-type: none"> • Pupils having clear goals/objectives. • Teachers providing pupils with modelling/scaffolding/ appropriate steps to achieve them. 	<p>SLT to monitor planning and English books.</p> <p>Moderation staff meetings for consistency.</p>	<p>Deputy Assistant HT</p>	<p>Whole school (termly)</p> <p>Where support is needed, books/planning will be more closely monitored.</p>	<p>Monitoring in Oct 2020 showed high productivity across school, with the majority of classes writing one piece of extended writing each week. Where classes were not, support was given by English lead and planning addressed.</p> <p>Book scrutiny conducted by English Lead with moderation (virtually) from local authority.</p>

<p>B. Pupils will write weekly maths journal entries to develop mathematical language and reasoning skills.</p>	<p>Teachers must model and scaffold how to articulate mathematical understanding.</p> <p>Pupils may use sentence stems.</p> <p>Pupils will use talk partners to discuss mathematical concepts.</p> <p>Pupils will use words and diagrams to explain mathematical concepts in maths journals.</p>	<p><i>'Effective writing is underpinned by children's expressive language capabilities. It is important, therefore, to develop and monitor children's capability to formulate and articulate increasingly sophisticated sentences and express them in writing.'</i></p> <p>From the Preparing Literacy Guidance 2018, Education Endowment Foundation.</p> <ul style="list-style-type: none"> • <i>Encourage pupils to take responsibility for, and play an active role in, their own learning</i> • <i>This requires pupils to develop Metacognition – the ability to independently plan, monitor and evaluate their thinking and learning</i> <p>From the Improving Mathematics in Key Stages Two and Three Guidance Report 2017, Education Endowment Foundation.</p>	<p>Maths monitoring cycle will ensure consistency.</p>	<p>Maths lead All teachers</p>	<p>Whole school (termly)</p> <p>Where support is needed, books/planning will be more closely monitored by maths lead.</p>	<p>Monitoring in Oct 2020 showed that this was a whole school area for development; therefore, maths lead gave further CPD and set out clear expectations for a variety of reasoning for all abilities.</p> <p>Subsequent monitoring showed an improvement across the whole school.</p> <p>A further review was carried out in May and a further scrutiny of daily 5 books in June 21.</p> <p>CPD challenged staff to plan and provide reasoning and language use across all groups of pupils and not just the more able. From review particularly, this was seen in most year groups. Development needed in Y3 books.</p> <p>Books were generally good but still a little inconsistent at times.</p>
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<p>E. School will deliver an engaging, broad and varied curriculum which inspires pupils to learn and encourages lifelong learning.</p>	<p>All subject leads have provided MTP, which must be followed by class teachers.</p> <p>A mixture of Cornerstones topics and discrete teaching ensures a broad and balanced curriculum.</p>	<p>Ofsted's New Framework Requirement: 26: Quality of education Schools will be judged on the intent, implementation and impact of their curriculum. <i>An effective curriculum will be ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life</i></p>	<p>The school monitoring cycle will continuously evaluate provision.</p> <p>Subject leads will monitor their subject during their designated month.</p>	<p>Subject leads</p>	<p>Each subject lead has an allocated month where they monitor and develop their subject.</p>	<p>Subject leads have details of all monitoring across school.</p> <p>During lockdown, remote learning provision provide opportunities for a broad and varied curriculum. Youtube videos provided for remote learning were monitored.</p>
Total budgeted cost					£65,920	
Targeted support						
Action	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented? well?	Staff lead	When will you review implementation	EOY Review (June 2021)
<p>A. Implement 'Sounds Write' for target pupils in Y3/4</p> <p>*some SEND pupils in Y5 will also access these sessions</p>	<p>Target pupils to receive daily phonics sessions.</p> <p>The majority of these sessions must be taught by 'Sounds Write' trained teachers.</p> <p>These pupils must also have guided reading sessions, where they can apply their phonic knowledge.</p> <p>These pupils must take home matched books, which they can read fluently.</p>	<p>EEF Phonics Toolkit: <i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</i></p> <p><i>For older readers who are still struggling to develop reading skills, phonics approaches may be less successful than other approaches such as Reading comprehension strategies and Meta-cognition and self-regulation.</i></p> <p><i>Qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key component of successful teaching of early reading.</i></p>	<p>Class teachers must provide weekly planning for these sessions.</p> <p>Class teachers must assess progress (termly).</p>	<p>Headteacher English lead All trained staff</p>	<p>Half termly</p>	<p>Due to large gaps in learning, phonics screening assessments were administered to identify pupils who needed further phonics. These were closely monitored by class teachers and subject leads. All data must be given to the Y4 teachers next year.</p> <p>Extensive monitoring in summer term was conducted by headteacher in conjunction with Carol Gater. Pupils who are still receiving daily phonics input read their home reading books to adults and they were all deemed suitable</p>

<p>B. Implement 'Reading Plus' for targeted pupils</p>	<p>Pupils develop their reading pace, fluency and comprehension. Y4 and Y5 to start Reading Plus in the autumn term. Target pupils may also access during the autumn term (during breakfast club sessions) Other year groups will be allocated throughout the year.</p>	<p>Pupils' lack of stamina in summative tests. Pupil progress data (2019/20) showed Y4/Y5 to have the largest gap in reading.</p>	<p>Regular monitoring of Reading Plus progress data.</p>	<p>English lead</p>	<p>Termly</p>	<p>Progress data is closely monitored by English lead. Due to COVID and a change to morning routines, target pupils did not access Reading Plus during breakfast club. Reading Plus (R+) was used throughout lockdown and was an invaluable resource as nearly all pupils were able to access R+ from home.</p>
<p>B. To have rigorous 1:1 reading sessions for the lowest 20% in each class</p>	<p>Class teachers to identify readers by 4.9.20. All readers will complete a WPM test by the end of the following week. Identified pupils must receive at least 3, 15-minute sessions per week. Support staff to keep a log of all sessions. Pupils develop their reading pace, confidence and fluency.</p>	<p>Positive impact of 1:1 reading, from the previous year. Limited support with reading outside of school. Lack of confidence and self-esteem identified by staff.</p>	<p>Assessment of impact by using a WPM/errors test. Monitor 1:1 sessions and provide additional CPD, if necessary. Sessions are delivered by staff who are well trained. Monitor progression through book band scheme. Sample of readers.</p>	<p>Deputy Assistant HT</p>	<p>Termly</p>	<p>Whole school data shows an increase of WPM across school. Due to COVID, there have been less opportunities to progress through book levels; however, teachers have still ensured progression (logs on Sharepoint). Children's reading is being monitored daily in school and children are encouraged to read three times a week at home with a reward given at the end of the</p>

<p>B. For disadvantaged pupils to access the school library during breakfast club time</p>	<p>Due to Covid-19, each class will need to regularly update their library suitcases.</p> <p>Support staff will monitor pupils accessing this extra reading.</p> <p>Pupils can either read library books or access Reading Plus.</p> <p>Disadvantaged pupils, who already attend breakfast club, will be invited to two sessions per week (class teacher/support staff to timetable this)</p>	<p>It is important to ensure that all pupils read regularly.</p> <p>Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa.</p>	<p>Incentivising pupils to come.</p> <p>Tracking attendance of pupils.</p>	<p>class teacher support staff</p> <p>English lead (monitor half termly)</p>		<p>School library closed due to COVID restrictions.</p> <p>Portable library suitcases were set up in each class and books rotated on a regular basis.</p>
<p>C. Implement 'Times Tables Rockstars' for targeted pupils</p>	<p>Pupils develop their rapid recall of times tables</p>	<p>Lack of speed in times tables recall and inability to apply these in summative tests. QLA derived from 2019 SATS arithmetic tests.</p>	<p>Monitor progress through the program and monitor pupil access to this</p>	<p>Maths lead</p>		<p>Maths lead has necessary data. MTC average scores 2021 Y4 Y4 cohort 16/25 PP Pupils 15/25 PP POS 4 pupils 19/25 (19.8) Non PP Pupils 20/25 POS Y4 Pupils 20/25 Below POS 4 PK Standards 7/25</p>

<p>D. To improve the attendance of disadvantaged pupils.</p>	<p>Disadvantaged pupils to be targeted to attend breakfast club.</p> <p>Family Liaison Officer to track attendance on a fortnightly basis, address with families and report findings.</p> <p>Pupils who have concerning attendance will be sent letters.</p> <p>Whole school reward system to be high profile across the school and discussed every week in assembly with weekly incentives and end of rewards.</p> <p>Facebook page will be updated after weekly assembly.</p>	<p>Addressing any attendance concerns is key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring. By informing parents regularly about attendance you can raise awareness of the implications of poor attendance and pre-empt possible attendance issues.</p>	<p>Attendance at breakfast club to be monitored.</p> <p>Welfare officer to 'recruit' key pupils to breakfast club.</p> <p>Welfare officer to track weekly findings/trends.</p> <p>Termly mentoring reports to be kept and shared with families.</p> <p>Reward systems to be monitored.</p> <p>Records of Educational Welfare Officer engagement/actions to be kept.</p>	<p>Headteacher Welfare officer</p>		<p>School attendance year to date (June 2021) and comparison:</p> <table border="1" data-bbox="1778 197 2190 520"> <thead> <tr> <th></th> <th>Whole School</th> <th>Pupil Premium</th> <th>Non Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>School year to date</td> <td>95.38 %</td> <td>94.19 %</td> <td>97.16 %</td> </tr> <tr> <td>Previous school year</td> <td>95.46 %</td> <td>95.11 %</td> <td>96.08 %</td> </tr> </tbody> </table> <p>Although overall attendance is roughly similar, the gap has widened. Gap 2019-2020= 0.97% Gap 2020-2021= 2.97%</p> <p>Influencing factors: *2 PP pupils missed over a term of school (due to parental COVID</p>		Whole School	Pupil Premium	Non Pupil Premium	School year to date	95.38 %	94.19 %	97.16 %	Previous school year	95.46 %	95.11 %	96.08 %
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School year to date	95.38 %	94.19 %	97.16 %															
Previous school year	95.46 %	95.11 %	96.08 %															
<p>F. To employ a trained counsellor for one day each week</p>	<p>Effective, timely support is provided for PP pupils who have SEMH needs</p>	<p>High rate of exclusions and behavioural incidents for pupils with unaddressed SEMH issues.</p>	<p>Monthly supervision sessions with the counsellor. Entry and exit checklists carried out by staff and</p>	<p>Headteacher SENco</p>		<p>7 out of 9 pupils who accessed counselling over the year were eligible for pupil premium.</p> <p>Counselling continued virtually</p>												

<p>F. To train staff to deliver specific interventions; Lego Therapy, Connecting with Children, Calma Classroom, Thrive.</p>	<p>Effective, timely support is provided for PP pupils who have SEMH needs</p>	<p>High rate of exclusions and behavioural incidents for pupils with unaddressed SEMH issues. Pupils have difficulty in both regulating and expressing their emotions.</p> <p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment (EEF)</p>	<p>One of the additional staff members to be trained as 'Connecting with Children' co-ordinator so that she is able to fully monitor the programme.</p> <p>Entry and exit data to be compared.</p>	<p>Headteacher SENco</p>		<p>Two staff trained in delivering LEGO Therapy.</p> <p>One member of staff now a licensed THRIVE practitioner so will incorporate this into her sessions. At least one more staff member to be trained in THRIVE.</p> <p>One member of staff trained in Connecting with Children.</p>
<p>F. To prioritise referrals to outside agencies for PP pupils</p>	<p>Swifter access to support from outside agencies.</p>	<p>High rate of exclusions and behavioural incidents for pupils with unaddressed SEMH issues.</p>	<p>Headteacher and SENCO work together to regularly review support plans and generate appropriate support from outside agencies.</p>	<p>Headteacher SENco</p>		<p>There have been 20 referrals to external support agencies with 18 children identified as Pupil Premium (90%).</p>
Total budgeted cost					<p>£85,000</p>	

Other approaches						
Action	Intended outcome	What is the evidence and rationale for this	How will you ensure it is	Staff lead	When will you review	EOY Review (June 2021)
Catch Up grants to be used for target pupils an PP TBC						See separate 'COVID catch up' premium document

<p>F. To provide enrichment activities; ensuring PP pupils have access. After school clubs, pantomime/ theatre visits/ groups, musical instrument lessons, residential visit, visits and visitors.</p>	<p>Provide a rich set of experiences that supports both learning and personal development.</p> <p>Relax Kids (autumn term) Sport Clubs (spring term) Yoga Club?</p> <p>Links below are for staff to use for ideas for enrichment across the year.</p> <p>https://www.primevr.co.uk/vr-workshops#1#daform2</p> <p>https://www.stem.org.uk/enrichment/stem-directory/activity/kablooey-clubs-after-school-stem-clubs</p> <p>https://www.stem.org.uk/enrichment/stem-directory/activity/di-research-primary-school-workshops</p> <p>https://www.stem.org.uk/enrichment/stem-directory/activity/geodesic-dome-building-workshops</p> <p>https://www.stem.org.uk/enrichment/stem-directory/activity/life-science-centre</p>	<p>Pupils have limited experiences outside of school.</p>	<p>Pupil voice, attendance at clubs, pupil surveys,</p>	<p>RB</p>		<p>Relax Kids initially started virtually but then restrictions allowed for face to face sessions in the summer term.</p> <p>Sports clubs started again in the summer term.</p> <p>Yoga club did not continue due to restrictions.</p> <p>Due to COVID restrictions, trips outside of school did not occur this year.</p> <p>In the summer term, we had a local author in school and some year groups participated in 'A Play in a Day'.</p> <p>Y4 virtual tour of cathedral and visit with artist to local woodland.</p> <p>Brass instrument lessons funded but uptake was low (only 4 pupils).</p> <p>Next steps: Develop one to one music lesson offer and uptake of this. Consider running as an after</p>
Total budgeted cost					£150,920	