

Robins Lane Pupil Premium Strategy 2020/2021

1. Summary information					
School	Robins Lane Community Primary School				
Academic Year	2020-21	Total PP budget	£82,045	Date of most recent PP Review	09.02.18 (external) 09.07.19 (governor review)
Total number of pupils	211	Number of pupils eligible for PP	60	Date for next internal review of this strategy	TBC

2. Current attainment – 2019/2020			
	<i>Pupils eligible for PP School (Ever 6 FSM)</i> <i>School National</i>	<i>Pupils not eligible for PP (Other)</i> <i>School National</i>	Please note that due to the national lockdown, no external data has been collated from 2019/2020.
EYFS			
% achieving a Good Level of Development			
KS1			
% making expected standard in Reading			
% making expected standard in Writing			
% making expected standard in Maths			
% making expected standard in Phonics (By end of Year 1)			
KS2			
% achieving expected standard in Reading, Writing and Maths			
% achieving expected standard in Reading			
% achieving expected standard in Writing			
% achieving expected standard in Maths)		

3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers			
A.	Whilst previous actions to improve phonics have been impactful, an attainment gap in phonics for PP-eligible pupils is still present. For those who don't achieve age-related standards in phonics, this is having a detrimental effect on pupils' ability to attain effectively in later years.		
B.	Whilst the gap is closing from previous years, attainment and progress in mathematics by the end of KS1 and KS2 is lower than other pupils. This is having a detrimental effect on pupils' ability to access age-related National Curriculum content in later years.		
C.	Whilst the gap is closing in KS1, attainment and progress in reading by the end of KS2 was lower than other pupils last year with fluency being a particular barrier. This is having a detrimental effect on pupils' ability to access age-related National Curriculum content in later years.		
D.	Difficulties with speech and language, and/or early development delay, upon entry into EYFS as well as limited vocabulary moving through the		
E.	Behaviour and emotional well-being of internally identified PP pupils is having a detrimental effect on their attainment and progress.		
F.	A new leader for Pupil Premium is required in order to ensure effective coordination of actions and monitoring of impact so that all PP-eligible pupils are achieving and that, where not, analysis and additional actions are taken.		
External barriers			
G.	Whilst the number of pupils persistently absent and/or late has decreased due to previous effective action, this has been a historic issue for the school. A number of pupils with current and/or historic attendance/punctuality issues are also PP pupils. This is having a detrimental effect on		
H.	There has been an increase in the number of PP eligible pupils with vulnerable/difficult home situations. This is impacting said pupils' emotional states and their readiness to learn.		
I.	A number of pupils come from a traveller community and families require additional support to access/engage with school life and school information on a frequent basis.		
J.	The percentage of PP-eligible pupils accessing the range of extra-curricular opportunities on offer at the school is lower than that of other pupils. This limits the wider opportunities these pupils have to develop the talents, interests and cultural capital.		
K.	There has been an increased in the number of PP eligible pupils with English as an Additional Language.		
L.	The Coronavirus outbreak has resulted in a vast increase in the number of pupils needing to learn from home. This is impacting upon accessibility of learning for PP eligible pupils.		
4. Desired outcomes (Due to successive lockdowns, original targets remain.)		Success criteria	
A.	(Improve phonics) Improved quality of teaching and learning of early reading, in particular, phonics. Consistency in approach of teaching reading and early reading. Sufficient resources available for delivering phonics programme. Increased reading at home. Improvements in attainment and progress for all, including PP pupils.	At least 60% (3/5) of PP pupils will achieve expected standards for reading in EYFS. Phonics attainment at the end of Y1 for PP pupils will be at least 50% (3/6). This cohort	

B.	(Improve KS1 and KS2 mathematics) Improved quality of teaching and learning of mathematics. Consistency in approach of teaching mathematics in KS1 and KS2. Sufficient resources available for delivering mathematics. Regular opportunities for pupils to reason and problem solve in order to gain conceptual understanding, consolidate learning and master mathematics concepts. Improvements in attainment and progress for all, including PP pupils.	An increase of at least 10% in end of KS1 expected attainment for PP pupils. An increase of at least 5% in end of KS2 expected attainment for PP pupils (accounting for prior attainment information).	
C.	(Improve KS2 reading) Improved quality of teaching and learning of reading in KS1 and KS2. Consistency in approach of teaching reading. Sufficient resources available for delivering reading. Increased reading at home. Improvements in attainment and progress for all, including PP pupils.	An increase of at least 10% in end of KS1 expected attainment for PP pupils. An increase of at least 23% in end of KS2 expected attainment for PP pupils.	
D.	(Improve early speaking and vocabulary) All pupils whom, on entry, are identified as having speech and vocabulary issues to make at least expected progress from starting points. Improvements to the quality of writing throughout the school and increased attainment in the GPS tests at the end of Key Stage 2.	At least 60% of PP pupils (3/5) to achieve speaking and listening early learning goals.	
E.	(Improve pupil well-being, behaviour and self-esteem) Improved behaviour of internally identified pupils. An increase in self-esteem. More secure friendship groups for internally identified pupils. A reduction in the number of low-level behaviour incidents involving internally identified pupils. A reduction in the number of fixed term exclusions for internally identified pupils.	Less than 0.8% of pupils excluded by the end of the year. Over 80% of internally identified pupils will have a	
F.	(Improve PP leadership) Improved coordination of activities outlined in the strategy document. Improved ongoing monitoring and diagnostic work resulting in precise and timely action where needed. An improvement to bespoke approaches for pupils with more complex areas of need. Improved success of planned actions and achievement of success criteria outlined in all desired outcomes.	Qualitative evidence will show strong leadership of PP. All, if not the vast majority, of success criteria herein the	
G.	(Improve attendance) Maintaining above 96% average attendance percentage. A further reduction in the number of PP pupils classified as persistently absent and an overall improvement in attendance for PP pupils.	The overall school attendance figure will be at or above 96%. A further reduction in the number of persistently absent PP pupils	
H.	(Improve home-life support) Accelerated connections to external/wider support agencies for pupils with vulnerable home situations. Improved coordination with multi-agency issues. A reduction in the number of medium/high-level behaviour incidents involving internally identified pupils. Internally identified pupils feeling supported. Causal improvements to attendance for linked PP pupils.	All known vulnerable pupils to have effectively coordinated multi-agency access and internal/qualitative data	
I.	(Continue liaison with traveller community) Maintenance of currently built relationships. Further improvements to attendance and punctuality of related pupils.	Engagement of target families to continue and to be quantified, particularly where early help is provided before	
J.	(Improve extra-curricular access) Increase in the number of PP-eligible pupils accessing extra-curricular opportunities provided by the school. Causal improvements to attendance, behaviour and well-being of PP-eligible pupils.	At least 55% of PP-eligible pupils accessing at least one extra-curricular club in each half-term (currently approximately 35%).	

K.	Improvements to the attainment and progress of PP-eligible children with EAL. 7.6% of pupils have EAL. 25% of pupils with EAL are eligible for PP. 7% of pupils eligible for PP have EAL. 50% of PP eligible pupils with EAL are working well below age related expectations in maths. 75% of PP eligible pupils with EAL are working just or well below age related expectations in reading and writing.	Reduction in the % of PP eligible pupils with EAL working just or well below age related expectations in reading, writing and maths.	
L.	(Improve equity of the school's home-learning offer) Increase in the number of PP-eligible children accessing and engaging in home-learning so that attainment and progress is sustained if learning from home.	Increased engagement of PP eligible pupils in home-learning, in the event of a partial school closure. Increased attainment and	

5. Planned expenditure

Academic year

2020-2021

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. 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/Cost	Review End March 21 Next Step
A (Improve phonics) B (Improve KS1 and KS2 mathematics) C (Improve KS1 and KS2 reading) D (Improve early speaking and development delay)	<ul style="list-style-type: none"> Implement a new whole-school assessment and tracking system to improve tracking of PP pupils and improve intervention monitoring and evaluation procedures. 	<p>RESEARCH: NFER Building Block 4 – Meeting individual learning needs, Building Block 6 – Data driven and responding to evidence.</p> <p>Rationale: Whilst introduced in the previous strategy, and proved impactful, the review the previous strategy indicated that the tracking system provider had ceased trading. The school is now in a position of implementing another new system for the same purposes/rationale identified previously.</p>	<ul style="list-style-type: none"> Ensure sufficient training is provided on the new system. Protected leadership time for assessment lead to monitor, and report on, findings. Regular monitoring of teachers inputting assessment information. Introduce pupil progress meeting and associated proformas to indicate that teachers are better reviewing their own data. Review planning, teaching, learning and assessment regularly. 	<p>Lead: Assessment lead/SENCO</p> <ul style="list-style-type: none"> Tracker Online subscription = £864 Training sessions on Insight developments for key staff = £300 Half-day leadership time each fortnight for assessment lead to successfully implement and monitor = £70 x 20 weeks = £1,400 <p>TOTAL = £2,564</p>	<ul style="list-style-type: none"> The implementation of this action was hindered during the partial school closure. Therefore, in order to fully evaluate the impact of this action, the tracking system will be reactivated and continued.

B (Improve KS1 and KS2 mathematics)	<ul style="list-style-type: none"> Quality first teaching for all pupils through the implementation of Singapore Maths mastery approach – Maths No Problem. Provide associated professional development for teachers. TA in certain year groups to support the delivery of mathematics lessons. 	<p>RESEARCH: NFER Building Block 3 – High quality teaching for all, Building Block 5 – Deploy staff effectively. EEF Research – Mastery learning (+5 months).</p> <p>Rationale: School data shows a continuing need to raise attainment for PP-pupils. Data shows that accelerated progress is needed for some groups of pupils to meet ARE. In house and external monitoring exercises indicate improvements in quality of teaching in mathematics, and consistency, across the school. National data also indicates the improving picture of attainment and progress in mathematics.</p>	<ul style="list-style-type: none"> Regular lesson observations. Learning walks (some with a focus on TA deployment). Book scrutiny checks. Pupil voice. Termly tracking data, monitoring of groups. Pupil Progress meetings. Ensure sufficient professional development for teachers to implement, and embed, the mastery approach across the school. Ensure all associated resources are acquired. 	<p>Lead: Maths lead/SLT</p> <ul style="list-style-type: none"> Associated workbooks, exercise books and subscriptions = £3,864 1x TA in certain year groups (x4), per morning = £31,996 <p>TOTAL = £35,860</p>	<ul style="list-style-type: none"> The end of key stage 2 assessments were not carried out during the 2019-2020 academic year. Therefore, in order to fully evaluate the full impact of this action, Maths No Problem will be continued.
C (Improve KS1 and KS2 reading)	<ul style="list-style-type: none"> Quality first teaching for all pupils through the whole-class reading teaching approach in place of the previous 'carousel structure', including ongoing funding for sufficient reading resources. Continuation of phonics scheme – RWI. Provide professional development for new staff. Sufficient teaching staff, including TAs, to deliver the RWI programme. Continue to fund the ongoing restock the library. Introduce an appropriate tracking system for reading book loans to analyse habits and patterns on PP-eligible pupils. 	<p>RESEARCH: NFER Building Block 3 – High quality teaching for all. EEF Research – Reading comprehension strategies (+5 months), Phonics (+4 months). Numerous institutions, and authorities such as Herts for Learning, are now advocating the benefits of whole-class approaches to reading.</p> <p>Rationale: Previous and current school data shows a continuing need to raise attainment for PPG pupils. National data indicates the RWI phonics scheme had significant impact for all pupils (86% and above national average) and, therefore, should be continued. The whole-class reading structures brought about improvements to the quality of reading teaching. However, due to previously low stocks of library and class reading materials, the school must continue to fund an ongoing programme of resource acquisition so that strong KS1 progress and attainment does not dip in KS2.</p>	<ul style="list-style-type: none"> Regular lesson observations. Learning walks (some with a focus on TA deployment). Book scrutiny checks. Pupil voice. Termly tracking data, monitoring of groups. Pupil Progress meetings. Ensure sufficient professional development for teachers to implement, and embed, the approach across the school. Ensure all associated resources are acquired. 	<p>Lead: Phonics lead/SLT</p> <ul style="list-style-type: none"> Phonics coaching costs met by TLIF government funding Non contact time for RP (Early Reading Lead) (1 hour per week) = £35 x 20 = £700 Whole-class sets of identified texts = £2492 Library loan monitoring system = £199 Reading for pleasure books: £628 Reading reward books: £290 Additional support staff 2 x 1 hour per morning, to support RWI delivery (costs quantified in previous box) <p>TOTAL = £4309</p>	<ul style="list-style-type: none"> The end of key stage 2 assessments were not carried out during the 2019-2020 academic year. Therefore, in order to fully evaluate the full impact of this action, the investment will continue to be made. Do not continue with the non-contact time for a member of support staff for library maintenance.

D (Improve speaking and vocabulary)	<ul style="list-style-type: none"> Quality first teaching for all pupils through the implementation a consistent approach to the teaching of writing (Talk 4 Writing.) 	<p>RESEARCH: NFER Building Block 3 – High quality teaching for all. EEF Research – Oral language interventions (+5 months).</p> <p>Rationale: Previous and current school data shows a continuing need to raise attainment in this area for PPG pupils. KS2 data last year (the cohort where the approach was trialled, a year earlier) indicated the impact of Talk 4 Writing for all pupils (75%) and for PP-eligible pupils (67% - 1% away from the national average). As a result, this approach will continue to be funded this year.</p>	<ul style="list-style-type: none"> Regular lesson observations. Learning walks. Book scrutiny checks. Pupil voice. Termly tracking data, monitoring of groups. Pupil Progress meetings. Ensure sufficient professional development for teachers to implement, and embed, the approach across the school. Ensure all associated resources are acquired. 	<p>Lead: English lead/SLT</p> <ul style="list-style-type: none"> Talk 4 Writing support (£2,362.50) Half-day leadership time for English lead = £70 x 20 weeks = £1,400 <p>TOTAL = £3,762.50</p>	<ul style="list-style-type: none"> The Primary Writing Project has folded and the project was not completed due to school closure. However, indications up until this point showed a positive impact upon the teaching and learning of writing. Therefore, the use of T4W will continue. In addition, new leadership will be re-established and a new training partner will be established.
F (Improve PP leadership)	<ul style="list-style-type: none"> Following the recruitment of a new senior leader (Assistant Headteacher), provide adequate training and non-contact time to lead on, and monitor the activities related to, PP. 	<p>RESEARCH: NFER Building Block 4 – Meeting individual needs, Building Block 5 – Deploying staff effectively, Building Block 6 – Data Driven, Building Block 7 – Clear, responsive leadership.</p> <p>Rationale: The redistribution of roles has meant that the school has sought to recruit a new senior leader with responsibility for PP leadership. Therefore, to ensure this role is impactful, sufficient time to carry out the role, in addition to adequate training, must be afforded this year.</p>	<ul style="list-style-type: none"> Regular meetings to review ongoing work. Pupil Progress Meetings. Pupil voice. Appropriate training will be provided. 	<p>Lead: PP Lead</p> <ul style="list-style-type: none"> Access to PP courses for PP lead = £300 x 3 = £600 Half-day leadership time for PP lead = £110 x 40 = £4400 Access to in-house coaching (funded through other means) Access to other leadership CPD, including NPQSL = £600 <p>TOTAL = £5600</p>	<ul style="list-style-type: none"> Activity within action halted because of school closure. Clear ongoing need and therefore needs to continue.
Total budgeted cost					£52,095.50

i. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/cost	Review End March 21 Next Step
<p>A (Improve phonics)</p> <p>C (Improve KS1 and KS2 reading)</p>	<ul style="list-style-type: none"> Read, Write, Inc. Phonics intervention groups. Read, Write, Inc. 1:1 catch-up sessions. 	<p>RESEARCH: NFER Building Block 3 – High quality teaching for all. EEF Research – Early Years Intervention (+5 months), Phonics (+4 months).</p> <p>Rationale: A number of PP eligible pupils did not meet the phonics check standard in Year 1 last year. In-house data evidences that pupils receiving 1:1 catch up typically met the standard of the phonics screening check.</p>	<ul style="list-style-type: none"> Introduction of pre- and post-intervention assessments to evaluate intervention impact. Termly tracking data, monitoring of groups. Intervention observations. Progress meetings with each intervention staff member. Ensure all resources are required. Ensure planning and preparation time for Tas. Parent and pupil voice. 	<p>Lead: EYFS lead/RWI lead/ SENCO</p> <ul style="list-style-type: none"> RWI catch-up sessions: £8,661 (2x afternoon TAs) Training costs met by TLIF government funding. 1 x additional TA for RWI £20 x 20 weeks = £400 <p>TOTAL = £9,061</p>	<ul style="list-style-type: none"> Due to the partial school closure, the Phonics Screening Check (PSC) was not administered. However, internal data up until that point suggested that it was impactful. When the delayed PSC was carried out in October 2020, 20/21 children passed (95%.) Therefore, this action will be continued.
<p>D (Improve early speaking and development delay)</p>	<ul style="list-style-type: none"> 'Early Talk Boost' intervention in Nursery and Reception for targeted pupils. 	<p>RESEARCH: NFER Building Block 3 – High quality teaching for all. EEF Research – Early Years Intervention (+5 months), Oral language interventions (+5 months), Phonics (+4 months).</p> <p>Rationale: Early Talk Boost has had significantly positive results when used in school last year. Data and internal observations in EYFS continue to indicate speech and language issues on entry, particularly for a number of PP eligible pupils.</p>	<ul style="list-style-type: none"> Use of pre- and post-intervention assessments to evaluate intervention impact. Termly tracking data, monitoring of groups. Intervention observations. Progress meetings with each intervention staff member. Ensure all resources are required. Ensure planning and preparation time for TAs. Parent and pupil voice. Monitor learning records. 	<p>Lead: EYFS lead/SENCO</p> <ul style="list-style-type: none"> 1 x learning assistant a.m. in EYFS to deliver intervention (cost quantified in earlier box) No further training or resource costs. <p>TOTAL = costs quantified elsewhere</p>	<ul style="list-style-type: none"> No measurable data is available for the 19/20 academic year. However, in line with recent Government guidance, which suggests that early language acquisition should be prioritised, this action will be continued.

B (Improve KS1 and KS2 mathematics)	<ul style="list-style-type: none"> Targeted breakfast booster classes (ARE and GD) for Year 6 in Spring 2/Summer 1 Targeted additional after-school tuition and personalised homework for PP eligible pupils in Year 6 via Kumon tutoring centre. As above, for two targeted pupils elsewhere in KS2, as part of a wider focused strategy for said pupils 	<p>RESEARCH: NFER Building Block 5 – Deploy staff effectively. EEF Research – Small group tuition (+4 months), homework (+3 months), One to one tuition (+5 months).</p> <p>Rationale: Previous and current data shows a continuing need to raise attainment for PP pupils. Data shows that a number of PP eligible pupils in Year 6 are behind expectations and need accelerated progress to achieve ARE in mathematics. Use of Kumon tutoring last year indicated that, of the 8 pupils with 6 months involvement, 5 achieved ARE standards whilst all 8 made substantial progress from September baselines. Therefore, this provision will continue.</p>	<ul style="list-style-type: none"> Introduction of pre- and post-intervention assessments to evaluate intervention impact. Termly tracking data, monitoring of groups. Intervention observations. Progress meetings with each intervention staff member. Ensure all resources are required. Ensure planning and preparation time for TAs. Parent and pupil voice. Regular reports from Kumon tutoring provision. 	<p>Lead: Maths lead/SENCO</p> <ul style="list-style-type: none"> 'Greater Depth' Booster classes provided by qualified teaching staff: £580 'Expected Standard' Booster classes provided by qualified teaching staff: £1949 1x TA per year group, per morning (cost quantified in a previous box) Kumon tutoring centre places = £720 x 11 = £7,920 <p>TOTAL = £10,449</p>	<ul style="list-style-type: none"> Due to the partial school closure, booster clubs could not be carried out. However, previous implementation of this strategy has resulted in a positive impact and therefore, booster groups will continue. Kumon tutoring could not be implemented because of the partial school closure. However, previous implementation of this strategy has resulted in a positive impact and therefore, it will continue.
C (Improve KS2 reading)	<ul style="list-style-type: none"> Implement Reading Plus in Key Stage 2 to develop fluency, reading accuracy and comprehension Acquire sufficient technology infrastructure to access Reading Plus Continue to provide, after-school reading booster clubs for Year 6 in Spring 2/Summer 1 	<p>RESEARCH: NFER Building Block 4 – Meeting individual needs. Local Case Study: Holy Spirit – increase in reading progress from – 2.1 to +3.2 from 2017 to 2018 after implementation.</p> <p>Rationale: Previous and current data shows a continuing need to raise attainment for PP pupils in these cohorts. Analysis of previous national data, and internal monitoring, shows that fluency and reading efficacy has been a barrier for pupils. In-school information shows that this is developing well in KS1 through RWI, however, for KS2 pupils whom have not had this approach, further support is still needed to address this barrier.</p>	<ul style="list-style-type: none"> Introduction of pre- and post-intervention assessments to evaluate intervention impact. Termly tracking data, monitoring of groups. Intervention observations. Progress meetings with each intervention staff member. Ensure all resources are required. Ensure planning and preparation time for TAs. Parent and pupil voice. Monitor DHT planning. 	<p>Lead: DHT/English lead/SENCO</p> <ul style="list-style-type: none"> Reading Plus 3-year subscription = £7500 (payable in instalments – £4500 this year) Tablet devices for individual access to Reading Plus = £2000 Reading booster clubs = £50 x 10 sessions = £500 <p>TOTAL = £7,000</p>	<ul style="list-style-type: none"> Due to the partial school closure, the full impact of Reading Plus cannot be evaluated. However, internal data up until that point suggested that it was impactful so it will be continued. Tablet devices were donated to the school and therefore the purchase was not required. As above, booster clubs were not carried out but they will be continued due to the previous positive impact that they have had on children's attainment and progress.

C (Improve KS1 and KS2 reading)	<ul style="list-style-type: none"> PP with specific literacy difficulties to access 'IDL' online reading and spelling intervention programme. 	<p>RESEARCH: Early research into the IDL programme indicates that pupils make, on average, 10 months progress in reading and spelling ages after 26 hours of use.</p> <p>Rationale: There are a number of PP pupils who are displaying specific difficulties with reading and spelling, including some with dyslexia diagnosis/traits. The programme can also be accessed at home to engage, and support, parents.</p>	<ul style="list-style-type: none"> Introduction of pre- and post-intervention assessments to evaluate intervention impact. Termly tracking data, monitoring of groups. Intervention observations. Progress meetings with each intervention staff member. Monitoring of online use for all target pupils. Ensure planning and preparation time for TAs. Parent and pupil voice. Book scrutiny. 	<p>Lead: SENCO</p> <ul style="list-style-type: none"> IDL programme = £399 <p>TOTAL = £399</p>	<ul style="list-style-type: none"> Due to the partial school closure, this intervention could not be carried out. However, due to previous success with this action, the IDL programme will be continued.
E (Improve pupil well-being, behaviour and self-esteem)	<ul style="list-style-type: none"> Engage the services of an educational psychologist, in addition to the standard hours provided by the LA, to support early identifications of needs and support. Engage the services of the Behaviour Improvement Team (BIT team) 	<p>RESEARCH: NFER Building Block 2 – Addressing behaviour and attendance, Building Block 4 – Meeting individual needs. EEF Research – Behaviour interventions (+3 months).</p> <p>Rationale: There are a number of PP pupils in school whom have been referred to the paediatric service or other health professionals but have been discharged for non-attendance. This leads to a lack of advice/ support for both school and parents on how to manage behaviours and need in order to raise attainment.</p>	<ul style="list-style-type: none"> Review actions generated from external visitors. Monitor the implementation of actions/recommendations. Monitor associated records, such as behaviour logs. Review the number of pupils acquiring additional support as a result of agency involvement. Pupil and parent voice. Monitor the reduction in families considered as being disengaged. 	<p>Lead: SENCO</p> <ul style="list-style-type: none"> Learning support service x 5 visits @ £90= £450 Educational Psychologist 6 days @ £420 per day =£2520 Annual service level agreement with BIT team = £1,500 <p>TOTAL = £4,470</p>	<ul style="list-style-type: none"> The Educational Psychologist has supported the identification of special educational needs and the process of pathway referrals. Therefore, this will continue.

<p>E (Improve pupil well-being, behaviour and self-esteem)</p> <p>F (Improve attendance)</p> <p>G (Improve home-life support)</p>	<ul style="list-style-type: none"> Provide a full-time Pastoral Manager to support families of PP pupils experiencing difficulties as well as those whom are not engaging well with school and other agencies. Engage the services of the LA Education Welfare Service each week to support families with improving attendance and pupil welfare. 	<p>RESEARCH: NFER Building Block 2 – Addressing behaviour and attendance, Building Block 4 – Meeting individual needs. EEF Research – Social and Emotional Learning (+4 months), Behaviour interventions (+3 months).</p> <p>Rationale: There are a number of PP pupils who have barriers to learning involving social and economic issues in the family. Addressing these issues through family support will have a positive effect in raising attendance and achievement.</p>	<ul style="list-style-type: none"> Regular supervision by appropriate, independent professionals provided for all pastoral staff. Progress of pupils identified as vulnerable and in receipt of support tracked through assessment and safeguarding systems. Parent and pupil voice. Regular attendance and punctuality monitoring. Regular monitoring of vulnerable families. 	<p>Lead: Designated Safeguarding Lead/ Learning mentor</p> <ul style="list-style-type: none"> Pastoral Manager = £38,392 Education Welfare Service 1 x half-day weekly support = £4,000 <p>TOTAL = £42,392</p>	<ul style="list-style-type: none"> During the partial school closure, the pastoral manager has positively impacted upon pupil wellbeing and improved home-life support. Therefore, this action will continue. Due to inconsistencies with the local authority provision, the school will no longer continue with the service level agreement for the Education Welfare Service. As a result, the school's inclusion team will now be restructured.
Total budgeted cost					£73,771
ii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/Cost	Review End March 21 Next Step
H I (Continue liaison with traveller community)	<ul style="list-style-type: none"> Buy in to the Service Level Agreement (SLA) for Learner Support services, which includes the Traveller Liaison Officer and support team. 	<p>RESEARCH: NFER Building Block 2 – Addressing behaviour and attendance, Building Block 4 – Meeting individual learning needs. EEF Research – Parental engagement (+3 months).</p> <p>Rationale: Empirical evidence from previous years indicates the need to maintain this provision to support continued engagement.</p>	<ul style="list-style-type: none"> Request regular feedback from work of Traveller Liaison Officer Monitor attendance and punctuality of identified pupils Monitor behaviour records Monitor attainment and progress records 	<p>Lead: School Business Manager/ Pastoral Manager</p> <ul style="list-style-type: none"> Joint visits with traveller service (Quantified in above box.) Learner support service - £1500 annual SLA fee <p>TOTAL = £1500</p> <p>£0 (funded by delegated funding/ top slicing)</p>	<ul style="list-style-type: none"> The traveller service successfully supported this group of children to return to school following the partial school closures. Therefore, this action will be continued.

J (improve extra-curricular access)	<ul style="list-style-type: none"> Provide at least one club, per day, for each key stage Recruit new PP lead (previously mentioned) with direct responsibility for monitoring club attendance by PP pupils and target those who aren't Provide additional enrichment opportunities, including opportunities for musical instrument lessons (Spring 2) 	<p>RESEARCH: NFER Building Block 1 – Whole-school ethos of attainment for all. Building Block 2 – Addressing behaviour and attendance. Building Block 4 – Meeting individual learning needs.</p> <p>EEF Research – Arts Participation (+2 months), Collaborative learning (+5 months), Digital technology (+4 months), Extending School Time (+2 months), Reading Comprehension Strategies (+6 months) and Sports Participation (+2 months.)</p> <p>Rationale: Evidence suggests that there is a need to increase the number of PP pupils who engage in extra-curricular activity.</p>	<ul style="list-style-type: none"> Monitor the number of PP children who sign up to extra-curricular clubs. Monitor PP children's attendance at extra-curricular clubs. Request feedback from PP children and their parents/carers. 	<p>Lead: PP Lead / teaching staff</p> <ul style="list-style-type: none"> PP Lead time (costed above) Music lessons to be costed in Spring 2021. 1 hour of teacher time per week for 10 sessions per week x 20 weeks (£20 x 20 = £400) (£400 x 10 = £4000) <p>TOTAL = £4000</p>	<ul style="list-style-type: none"> The implementation of this action was hindered during the partial school closure. Therefore, in order to fully evaluate the impact of this action, it will be continued.
K English as an Additional Language (EAL)	<ul style="list-style-type: none"> Improve staff knowledge, skills and understanding in regard to the teaching of children with EAL. Provide resources that will support the learning needs of children with EAL. 	<p>EEF Research – digital technology (+4 months), individualised instruction (+3 months), one to one tuition (+5 months), oral language interventions (+5 months)</p> <p>RESEARCH: NFER Building Block 4 – Meeting individual learning needs.</p> <p>Rationale: Evidence suggests that there is a need to meet the needs of PP pupils who have English as an Additional Language.</p>	<ul style="list-style-type: none"> Monitor attainment and progress of pupils with EAL. 	<ul style="list-style-type: none"> Learning village subscriptions (EAL) £240 EAL staff training Helen Boardman (01.12.20) <p>TOTAL = £240</p>	<ul style="list-style-type: none"> The implementation of this action was hindered during the partial school closure. Therefore, in order to fully evaluate the impact of this action, it will be continued.
L Home-learning offer	<ul style="list-style-type: none"> In the event of a bubble closure, partial/full school closure, provide pupils with individual, small group and whole-class virtual meetings. In the event of a bubble closure, partial/full school closure, provide pupils with pre-recorded video teaching materials. Provide pupils with home-learning exercise books so that they can record their learning. 	<p>EEF Research –Collaborative learning (+5 months), digital technology (+4 months), early years interventions (+5 months), feedback (+8 months), individualised instruction (+3 months), one to one tuition (+5 months), oral language interventions (+5 months), parental engagement (+3 months), phonics (+4 months), small group tuition (+4 months)</p>	<ul style="list-style-type: none"> Monitor PP children's attendance in virtual meetings. Monitor PP children's engagement in home-learning. Monitor PP children's attainment and progress. 	<ul style="list-style-type: none"> PP Lead time (costed above) Webcams (£160) Visualisers (£100) Home-learning exercise books (£127) Spelling Shed subscription (£150) Times Tables Rock Stars subscription (£84) NumBots subscription (£84) TestBase subscription (£260) <p>Total = £965</p>	<ul style="list-style-type: none"> In comparison to the first partial school closure, there was an increase in the engagement levels of home-learning. Additionally, when assessed upon return, there was also an increase in the attainment and progress made by the children. Therefore, these actions will continue.

	<ul style="list-style-type: none"> Provide pupils with online access to Reading, Writing and Maths associated platforms. 	<p>RESEARCH: NFER Building Block 1 (whole-school ethos of attainment for all), 2 (addressing attendance), 3 (high quality teaching for all), 4 (meeting individual learning needs), 5 (deploying staff effectively), 7 (clear, responsive leadership.)</p> <p>Rationale: Evidence suggests that there is a need to ensure that the school's home-learning offer is equitable for all pupils.</p>			
Total budgeted cost					£6,705
Total cost i: Quality teaching for all					£52,095.50
Total cost ii: Targeted support					£73,771
Total cost iii: Other approaches					£6,705
Overall total cost					£132, 571.50
Additional school funding to improve outcomes for Pupil Premium pupils					£50, 526.50
Pupil Premium funding spending					£82,045