

## Pupil premium strategy statement:

1. Summary information					
<b>School</b>	Spaldwick Primary School				
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	£16,820	<b>Date of most recent PP Review</b>	Sept 2019
<b>Total number of pupils</b>	102	<b>Number of pupils eligible for PP</b>	14	<b>Date for next internal review of this strategy</b>	April 2020

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>National average for all pupils</i>
<b>% achieving expected standard or above in reading, writing and maths</b>	16%	65%
<b>% achieving expected standard or above in reading</b>	46.15%	73%
<b>% achieving expected standard or above in writing</b>	23.07%	78%
<b>% achieving expected standard or above in maths</b>	46.15%	79%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	In KS1 and KS2 attainment for PP children was below the National benchmark for all children.
<b>B.</b>	Some of the basics in writing are not secure and are not always used independently.
<b>C.</b>	Children are not always fluent with their reading which affects their understanding.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance for PP children is below non PP children For some children eligible for PP, lack of experiences are barriers to learning.

4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

<b>A.</b>	Children who did not achieve GLD in the Reception year will reach ARE by the end of the year 1.	The majority of children, including PP children will make rapid progress and will achieve ARE by the end of Year 1.
<b>B.</b>	Higher rates of progress and attainment across KS1 in writing for children eligible for PP.	End of KS1 data to demonstrate that the majority of children in KS1 who are eligible for PP make rapid progress and have attainment in line with national non PP children.
<b>B2.</b>	Higher rates of progress and attainment across KS2 in writing for children eligible for PP.	End of KS2 data to demonstrate that the majority of children in KS2 who are eligible for PP make rapid progress and have attainment in line with national all children.
<b>C.</b>	Higher rates of progress and attainment in reading for children eligible for PP.	Rapid progress will be made by children who are eligible for PP and this will be demonstrated in the end of year data.
<b>D.</b>	PP children and their families will have support to ensure that external barriers to learning are diminished by ensuring that the child's voice is paramount.	High quality TA support ensures children's voice is heard and interventions are targeted to the individual needs of PP children.

## 5. Planned expenditure

Academic Year

2019/2020

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	When will you review implementation?
Children who did not achieve GLD in the Reception year will reach ARE by the end of the year 1.	<p>Additional TA (P/T) to support the identified children</p> <p>RWI will continue to be used to teach phonics with a focus to improve the pace at which children move through the programme.</p> <p>Continue to develop and improve the themed provision for EYFS and KS1.</p>	<p>Evidence sourced from Sutton Trust fully supports schools drawing up a percentage of the cost of whole school intervention from PP funding.</p> <p>Evidence has shown that using the Read, Write Inc approach to phonics has indicated rapid progress and higher than national attainment for all children. The schools previous data also provides evidence that the structures approach to learning phonics works in our school.</p> <p>Kinetic Letters is used as a targeted approach to handwriting. This is an evidence based approach focussing on the development of core strength. The children's stamina for writing and quality of written work improves when the approach is fully embedded.</p>	<p>Termly assessments will take place and fluid grouping will ensure targeted children have been identified.</p> <p>Blinks and book looks will take place with SLT, LA advisors, governors and staff.</p> <p>Pupil voice will be carried out termly to discuss the provisions and work in EYFS and KS1.</p> <p>EYFS governor will carry out parent voice.</p> <p>Further training and support for kinetic letters will be provided.</p>	<p>Phonics lead</p> <p>PP lead</p> <p>PP lead</p> <p>EYFS governor</p> <p>Head</p>	<p>Half termly</p> <p>Autumn 2, Spring 2, Summer 2</p> <p>Autumn 1, Spring 1, Summer 1</p> <p>Autumn 1</p>
Higher rates of progress and attainment across KS1 in writing for children eligible for PP.	<p>Focus on basics in lessons and marking.</p> <p>RWI spellings introduced for Year 2 (Autumn 2)</p> <p>Continue to embed RWI phonics</p> <p>Continued development in Kinetic Letters</p>	<p>Feedback from LA advisor</p> <p>The structured approach with RWI phonics proved successful in this school. Following a similar structured approach will ensure good quality lessons take place daily.</p> <p>Kinetic Letters is used as a targeted approach to handwriting. This is an evidence based approach focussing on the development of core strength. Where this is apparent in school to date (Reception/ Y1), the children's stamina for writing and quality of written work is improved.</p>	<p>Internal and external moderation for KS1</p> <p>Assessing writing course booked for Year 2 teacher</p> <p>LA advisor visit with English lead and link governor.</p> <p>Blinks and model lessons will demonstrate how well the programme has been embedded.</p> <p>Kinetic Letters will be consistent across the curriculum in books.</p>	<p>SLT/English lead</p> <p>English lead</p> <p>English Lead</p> <p>SLT</p>	<p>Autumn 2, Spring 2, Summer 1</p> <p>Autumn 1, Autumn 2, Spring and Summer</p> <p>Autumn 2, Spring 2, Summer 2</p>

<p>Higher rates of progress and attainment across KS2 in writing for children eligible for PP.</p>	<p>RWI spellings introduced and embedded for all KS2.</p> <p>RWI spellings catch-up programme introduced and embedded for targeted children.</p> <p>Continued development of Kinetic Letters.</p>	<p>The structured approach with RWI phonics proved successful in this school. Following a similar structured approach will ensure good quality lessons take place daily. It is hoped that it will also be a continuum for those children who have transitioned from KS1 to KS2</p> <p>Kinetic Letters is used as a targeted approach to handwriting. This is an evidence based approach focussing on the development of core strength. Where this is apparent in school to date (Reception/ Y1), the children's stamina for writing and quality of written work is improved.</p>	<p>Internal and external moderation for KS2</p> <p>Assessing writing course booked for Year 6 teacher</p> <p>Book Looks to ensure basis are embedded and phased approach is evident.</p> <p>Termly assessments in RWI spellings</p> <p>Kinetic Letters will be consistent across the curriculum in books.</p>	<p>SLT/English lead</p> <p>English Lead</p> <p>SLT</p> <p>Class teachers</p> <p>SLT</p>	<p>Autumn 1 &amp; 2</p> <p>Termly</p> <p>Termly</p>
<p>Higher rates of progress and attainment in reading for children eligible for PP.</p>	<p>Embed Book Talk into KS2 classes. This will focus on inferential and deduction skills whilst also paying particular attention to fluency.</p> <p>KS1 and KS2 will produce phase 1 booklets for all genres taught in Literacy lessons. These will focus on comprehension skills.</p> <p>Transition reading scheme for those children moving between key stages</p> <p>Guided groups in Book Talk with identified children, including those eligible for PP.</p>	<p>According to the Education Endowment Foundation, 'on average, reading comprehension approaches deliver an additional six months' progress.'</p> <p>Teaching from good-quality texts provides children with a model of their end product. This was introduced last year and had a positive impact on the quality of writing produced by children.</p> <p>It was evident last year that those children moving from KS1 to KS2 needed further structure in their choice of reading books. Based on assessments, children also need books which are aimed at their ability and their age group.</p>	<p>LA advisor to run staff meeting on teaching basic of reading</p> <p>Blinks and Book looks will be carried out to ensure good progress is being made in lessons and teachers have high expectations of learners.</p> <p>STAR assessments carried out termly</p> <p>KS2 mock SATs will indicate progress in a test format.</p> <p>Class teacher will support children in their choice of books. Pupil voice will be collected to monitor the selection of books available.</p>	<p>English lead</p> <p>SLT</p> <p>Class Teachers</p> <p>Class Teacher</p> <p>Class Teacher</p>	<p>Autumn 2</p> <p>Autumn 2, Spring 1/2, Summer 1</p> <p>Termly</p> <p>Autumn1, Autumn 2, Spring 2</p> <p>Spring and Summer</p>
<p>PP children and their families will have support to ensure that external barriers to learning are diminished by ensuring that the</p>	<p>Targeted TA support to identify and intervene to support additional needs.</p> <p>Lunchtime club to support PP children who</p>	<p>A higher proportion of PP children than non PP children require additional pastoral support. A number of external factors such as finance, housing, behaviour safeguarding and a lack of experiences are barriers to learning for children eligible for PP.</p>	<p>Class teachers and Teaching Assistants to liaise with families to ensure that children eligible for PP participate in school trips and extracurricular activities without the cost being a barrier.</p>	<p>Class Teachers and specialist TAs</p>	<p>Ongoing</p>

child's voice is paramount.	find the playground challenging.	Evidence has shown that introducing sensory circuits increases focus and attention and an improves the ability to settle down to work.	Following pupil progress meetings specialist TAs to work with identified PP children on areas of pastoral support.	PP lead	Ongoing
	Homework club to support PP families with the homework being set by their class teachers		Speak to children and families and work with class teachers to assess the impact of the sessions.	PP lead	Spring, Summer
	Small group intervention running sensory circuits three times weekly		SENCo will monitor PP children to ensure the targeted support impacts on the learning in class.	SENCo	Termly

**Total budgeted cost**    £6609.44

## ii. 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	When will you review implementation?
Children who did not achieve GLD in the Reception year will reach ARE by the end of the year 1.	Additional members of staff (1 TA) for 1 day to support identified children eligible for PP.  1:1 RWI catch-up programme targets children for accelerated progress.	Some children require additional targeted support in order to catch up. This may require an additional referral to an outside agency.  Sutton Trust EEF Toolkit suggests that early years intervention has very high impact.	PP Lead to monitor the impact of targeted work. Discussions as part of pupil progress meetings. Some children may need an APDR and if so this will be reviewed termly.  PPMs will identify children's progress and the areas of weakness.	PP Lead  SLT	Pupil progress meetings termly.  APDR reviews October, February, May.
Higher rates of progress and attainment across KS1 in writing for children eligible for PP.	Additional member of staff (1 TA based in KS1 for 1 day) to provide extra support for identified children.  Continued development of Kinetic Letters  Opportunities for 1:1 feedback in writing with Literacy lead.	Following pupil progress meetings, where gaps are identified for PP children, a cohort action plan is written which outlines targeted support.  Commissioned support ensures that children's specific learning needs are clearly identified and support is tailored to meet their needs.  The Education Endowment Foundation state that 'Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics'	A provision map has been drawn up when needs have been identified. Evidence will be available for each intervention which has taken place.  Book Looks and Blinks will demonstrate progress.  Pupil voice will reflect the focus on writing for children who are eligible for PP.  High expectations in marking. Non negotiables embedded in class  Feedback from LA advisor	Class Teachers  SLT  PP lead  Class Teachers  English Lead	Autumn 1  Autumn, Spring, Summer  Autumn, Spring, Summer  Termly

			Internal moderations which focus on looking at the progress of writing for PP		
Higher rates of progress and attainment across KS2 in writing for children eligible for PP.	<p>Additional member of staff (1 TA based in KS2 for 1 day) to provide extra support for identified children.</p> <p>RWI intervention package to be introduced and embedded across KS2 for identified children eligible for PP.</p> <p>Opportunities for 1:1 feedback in writing with Literacy lead.</p>	<p>Commissioned support ensures that children's specific learning needs are clearly identified and support is tailored to meet their needs.</p> <p>Following pupil progress meetings, where gaps are identified for PP children, a cohort action plan is written which outlines targeted support.</p> <p>The success of RWI phonics has been evident in the school and a similar approach to spellings will provide a continued approach for those children moving into KS2.</p> <p>The EEF recognise that feedback has a high impact on progress for children</p>	<p>Book Looks and Blinks will demonstrate progress.</p> <p>High expectations in marking. Non negotiables embedded in class</p> <p>Feedback from LA advisor.</p> <p>Pupil voice will reflect the focus on writing for children who are eligible for PP.</p> <p>Identified children will be mapped on provision map with evidence of each intervention which has taken place.</p> <p>Internal moderations which focus on looking at the progress of writing for PP</p>	<p>SLT</p> <p>Class Teachers</p> <p>English lead</p> <p>PP Lead</p>	<p>Autumn, Spring, Summer</p> <p>Autumn, Spring, Summer</p> <p>Autumn 1 &amp; 2</p> <p>Autumn, Spring, Summer</p> <p>Autumn, Spring, Summer</p>
Higher rates of progress and attainment in reading for children eligible for PP.	<p>Additional member of staff (1 TA based in KS1) to provide extra support for identified children eligible for PP.</p> <p>Identified children eligible for PP will be targeted for extra support in the mornings and afternoons.</p> <p>1:1 RWI catch up programme targets children for accelerated progress.</p> <p>Sign up for Letterbox Club.</p>	<p>Following pupil progress meetings, where gaps are identified for PP children, a cohort action plan is written which outlines targeted support.</p> <p>Commissioned support ensures that children's specific learning needs are clearly identified and support is tailored to meet their needs.</p> <p>From May 2020, each PP child will receive a parcel of books in the post each month (for six months)</p> <p>The Letterbox Club promotes the love of reading whilst also giving children an incentive to read the books which arrive in the post addressed to them.</p>	<p>Extra sessions will be timetabled and mapped out on a provision map. This will be reviewed termly.</p> <p>Class teachers will identify extra support on PPM and this will be reviewed at the termly meetings.</p> <p>Information will be shared with the parents regarding the purpose and aims behind this scheme. The months when they are sent out will also help with transition.</p>	<p>Class Teachers</p> <p>Class Teachers</p> <p>Class Teachers</p> <p>PP lead</p>	<p>Autumn, Spring, Summer</p> <p>Daily</p> <p>Termly</p> <p>Summer to Autumn</p>

<p>PP children and their families will have support to ensure that external barriers to learning are diminished by ensuring that the child's voice is paramount.</p>	<p>1:1 and small group support for children's pastoral needs from specialist TA</p> <p>Sensory Circuits three times a week in the morning.</p> <p>Bursary provision of £100 per child to support access to extra-curricular activities in and out of school (including uniform). In addition, a 50% reduction is also offered on trips.</p>	<p>PP Lead to collect pupil voice once a term</p> <p>Evidence has shown that introducing sensory circuits increases focus and attention and improves the ability to settle down to work.</p> <p>As an inclusive school the aim is that no child will be prevented from accessing extra-curricular activities on the basis of cost. An invite will be sent to parents of PP children to inform them of the spending and opportunities available to their children.</p>	<p>Feedback from children will help assess the effectiveness of the strategies which have been put in place.</p> <p>Mapped on provision map</p> <p>Reviewed impact termly.</p> <p>Intervention notes will be kept from each sessions and children's attendance will be reviewed regularly.</p>	<p>Head Ass Head PP Lead Specialist trained TA</p> <p>TA PP lead</p> <p>PP Lead</p>	<p>Autumn, Spring and Summer</p> <p>Autumn, Spring, Summer</p>
--	---	---	--	---	--

**Total budgeted cost**

£11,530.56

## 6. Review of expenditure

### Previous Academic Year

#### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
<p>Children who did not achieve GLD in the Reception year will reach ARE by the end of the year 1.</p>	<p>Additional TA (P/T) to support the identified children</p> <p>RWI will continue to be used to teach phonics with a focus to improve the pace at which children move through the programme.</p> <p>Continue to develop and improve the themed provision for EYFS and KS1.</p>	<p>Named TA has provided support for children in EYFS and KS1. The TA has carried out focused groups such as 'Time to Talk'. This has helped teach appropriate learning behaviours for themselves and when working with others. Feedback from the TA and class teacher has supported this. This TA has also focussed on 20 day challenge which provide PP children with SMART targets.</p> <p>The RWI phonic programme could not be completed due to school closures. As a result of this, phonic screening also did not take place.</p>	<p>We will have to focus on our current Reception children in our next strategy plan to ensure that they do not fall behind as they enter in Y1. Strategies will be put in place to ensure that focused phonic catch-up programmes are implemented.</p>	

<p>Higher rates of progress and attainment across KS1 in writing for children eligible for PP.</p>	<p>Focus on basics in lessons and marking.</p> <p>RWI spellings introduced for Year 2 (Autumn 2)</p> <p>Continue to embed RWI phonics</p> <p>Continued development in Kinetic Letters</p>	<p>RWI spelling tests have shown improvement for all children. One PP child began the programme scoring 1/6, on their last assessment they achieved 5/6. One non-PP child achieved 4/6 at the beginning and managed to score 6/6 within the limited time that the programme was able to run (as a result of school closure).</p>	<p>Due to school closure this programme was not completed. Going forward, we will ensure that children will catch up and complete the Year 2 spelling list, before moving on to the next year's programme.</p>	
<p>Higher rates of progress and attainment across KS2 in writing for children eligible for PP.</p>	<p>RWI spellings introduced and embedded for all KS2.</p> <p>RWI spellings catch-up programme introduced and embedded for targeted children.</p> <p>Continued development of Kinetic Letters.</p>	<p>The structure of RWI has proven a success for KS2. 100% of children in one KS2 class made progress from the Autumn term to Spring term. Examples of this include: One child's score improved from 6/20 to 14/20, another 13/20 to 19/20.</p> <p>The catch-up programme allowed for targeted children to revise sounds and words.</p>	<p>These spellings results now need to be monitored carefully to ensure they are evidenced in children's writing. We will continue to use RWI to teach spellings next year.</p> <p>The catch-up programme will also continue to be embedded for targeted children who require extra support.</p>	<p>£226.60 (RWI spellings and catch-up)</p>
<p>Higher rates of progress and attainment in reading for children eligible for PP.</p>	<p>Embed Book Talk into KS2 classes. This will focus on inferential and deduction skills whilst also paying particular attention to fluency.</p> <p>Guided groups in Book Talk with identified children, including those eligible for PP.</p> <p>KS1 and KS2 will produce phase 1 booklets for all genres taught in Literacy lessons. These will focus on comprehension skills.</p>	<p>Book Talk has been embedded in classes with a structure and planning pro forma in place. New books have been purchased which have been enjoyed by the children. Pupil voice has been gathered and their feedback has been given to all teachers involved. Book Talk is now being accessed by all children from Year 2 up to Year 6. In recent <u>mock</u> SATs 75% of Year 6 passed the Reading SAT. This is an improvement from last year.</p> <p>TAs are being utilised during Book Talk to support children who may have difficulty accessing some themes or text in the book. This has included PP children.</p>	<p>Book Talk will continue next year, with more monitoring to develop the small group pre-teach stage.</p> <p>Analysis of the mock SAT papers for Year 2 and Year 6 will impact our focus on particular reading skills next year. Children's word count/minute will also be tracked more closely to assess fluency, alongside understanding. COVID-19 has prevented analysis of the 2020 SAT papers.</p>	<p>£611.73 (Reading transition scheme)</p>

	Transition reading scheme for those children moving between key stages	Phase 1 booklets are being used and have been monitored by the Head, Literacy lead, Literacy advisors and Literacy governor.		
PP children and their families will have support to ensure that external barriers to learning are diminished by ensuring that the child's voice is paramount.	<p>Targeted TA support to identify and intervene to support additional needs.</p> <p>Lunchtime club to support PP children who find the playground challenging.</p> <p>Homework club to support PP families with the homework being set by their class teachers</p> <p>Small group intervention running sensory circuits three times weekly</p>	<p>All children have benefited from lunchtime games, led by a lunchtime supervisor. Although the supervisor has targeted children who are eligible for PP, all children have been able to join in. Regular feedback from the lunchtime supervisor has indicated that children who may find talking to an adult or interacting with other children difficult, have joined in with the games and have taken the time to develop conversations with the lunchtime supervisor.</p> <p>Homework club did not take place as we adapted the homework policy. The named TA and volunteers supported disadvantaged children to help them complete homework tasks. 9/14 PP children accessed the reading bingo homework, with 3/14 achieving a 'full house'.</p>	<p>This will be established again at the beginning of the year. Numbers will be tracked of children who participated so that the impact of this can be monitored more closely.</p> <p>We will need to ensure this homework support continues and starts immediately.</p>	<p>£1255.90 (lunchtime nurture club)</p> <p>£3326.12 (lunchtime clubs run by a lunchtime supervisor)</p> <p>£669.76 (sensory circuits)</p>
Total Cost:				£6090.11
ii.				
Children who did not achieve GLD in the Reception year will reach ARE by the end of the year 1.	<p>Additional members of staff (1 TA) for 1 day to support identified children eligible for PP.</p> <p>1:1 RWI catch-up programme targets children for accelerated progress.</p>	PP children in Reception have already been targeted this year to ensure support is put in place for them to achieve GLD this year, which would put them on track for Year 1. Currently 50% of PP are on track in YR.	In light of school closures, PP children will be a focus group in our next strategy plan to ensure (where appropriate) that they are targeted for EXS at the end of Y1.	£609.96 (targeted TA)

				£750.12 (1:1 writing time with qualified teacher)
Higher rates of progress and attainment across KS1 in writing for children eligible for PP.	<p>Additional member of staff (1 TA based in KS1 for 1 day) to provide extra support for identified children.</p> <p>Continued development of Kinetic Letters</p> <p>Opportunities for 1:1 feedback in writing with Literacy lead.</p>	<p>The feedback from staff has demonstrated the effectiveness of the identified TA. The TA has focussed on SMART targets such as letter formation. Class teachers have fed back that this has been successful, and on occasions, they SMART targets have been achieved before the 20 day time-frame.</p> <p>The impact of this is limited due to Covid-19 and school closures. Pupil voice and teacher voice after one session indicated that this had a direct impact on the next day's lesson.</p>	<p>We will continue to have a named TA who carries out focussed activities for PP children.</p> <p>It was decided that the class teacher would be able to provide more consistency with the areas of English which had been covered. As a result, cover was purchased for 10 weeks in the 2<sup>nd</sup> Spring term and 1<sup>st</sup> Summer term to allow teachers 1:1 time for feedback with PP children. The impact of this will be monitored by teacher assessments and this will reviewed when planning for the following year.</p>	£937.65 (1:1 writing time with class teacher. This is the cost of cover)
Higher rates of progress and attainment across KS2 in writing for children eligible for PP.	<p>Additional member of staff (1 TA based in KS2 for 1 day) to provide extra support for identified children.</p> <p>RWI intervention package to be introduced and embedded across KS2 for identified children eligible for PP.</p> <p>Opportunities for 1:1 feedback in writing with Literacy lead.</p>	<p>Targeted support was provided by an additional member of staff who focussed on spellings, handwriting, sentence structure (to name a few) with children who are eligible for PP. SMART targets were set by teachers known as '20 day challenges'. These became the focus for the additional adult. PP children achieved these SMART targets and were moved onto the next one. PP lead monitored these 20 day targets.</p> <p>Children who are eligible for PP funding saw improvements in their RWI spelling scores of 7/20 to 14/20 and 14/20 to 19/20.</p> <p>The impact of this is limited due to Covid-19 and school closures. Pupil voice and teacher voice after one session indicated that this had a direct impact on the next day's lesson.</p>	<p>An additional member of staff allowed for 1:1 time to work on targets. The structure for these sessions has now been established and pupil voice has indicated that the children enjoy their 1:1 time and find it useful for their learning, and wellbeing, e.g. encouraged them to read their work aloud in class.</p> <p>It was decided that the class teacher would be able to provide more consistency with the areas of English which had been covered. As a result, cover was purchased for 10 weeks in the 2<sup>nd</sup> Spring term and 1<sup>st</sup> Summer term to allow teachers 1:1 time for feedback with PP children. The impact of this will be monitored by teacher assessments and this will reviewed when planning for the following year.</p>	<p>£1219.95 (targeted TA)</p> <p>£937.65 (1:1 writing time with class teacher. This is the cost of cover)</p>

<p>Higher rates of progress and attainment in reading for children eligible for PP.</p>	<p>Additional member of staff (1 TA based in KS1) to provide extra support for identified children eligible for PP.</p> <p>Identified children eligible for PP will be targeted for extra support in the mornings and afternoons.</p> <p>1:1 RWI catch up programme targets children for accelerated progress.</p> <p>Sign up for Letterbox Club.</p>	<p>9/14 PP children accessed the reading bingo homework, with 3/14 achieving a 'full house'.</p> <p>One PP child's word count improved from 64 words/min to 82 words/min. Another PP child's word count improved from 76 words/min to 117 words/min.</p> <p>This will begin in April and run until October. After meetings with parents to explain the scheme, they believe it will have a positive impact and will encourage their child to keep reading (especially over the summer holidays when school is no longer a focus).</p>	<p>The targeted TA will focus on homework from the very beginning of the next year. It was decided that the TA would focus on this later in the year, as a result the impact is less than expected. We are on track to get more children completing and accessing the Reading Bingo homework this time round.</p> <p>Based on the response from the parents when the idea was introduced, we will continue to sign up for the Book Trust: Letterbox Club next year so that all PP children have a range of books at home which belongs to them. The parcels also deliver maths and literacy resources; it is hoped that this will encourage PP children to complete some homework tasks at home. As a result of school closure, follow-up feedback could not be collected.</p>	<p>£762.45(targeted TA)</p> <p>£1890 (Letterbox Club-run by The Book Trust)</p>
<p>PP children and their families will have support to ensure that external barriers to learning are diminished by ensuring that the child's voice is paramount.</p>	<p>1:1 and small group support for children's pastoral needs from specialist TA</p> <p>Sensory Circuits three times a week in the morning.</p> <p>Bursary provision of £100 per child to support access to extra-curricular activities in and out of school (including uniform). In addition, a</p>	<p>Pupil voice indicated that children knew they had the opportunity to attend a nurture group if they wanted to, some explained that they only went when they felt it was necessary. 'Time to Talk' allowed a child to understand and regulate emotions more and rely on adults in the school building to support them.</p> <p>Feedback from class teachers has indicated that sensory circuits allowed for a calm start for children who required it.</p> <p>PP children have accessed a number of extra-curricular activities such as piano lessons and tap classes. This has helped improve the children's self-esteem. Uniform has also been purchased to provide some PP children with supportive footwear for them to wear to school.</p>	<p>Release time for PP lead has also been established so that pupil voice, parent voice and monitoring could take place once a half term. Extra time was also allotted to complete triangulation of the data. This has been essential engage with parents and children and should continue next year.</p> <p>Whilst taking part in sensory circuits provided children with a calm start, this was not always continued in the classroom. Discussions around pupil voice and staff voice will be had to get a better understanding of further support which could help them in the classroom. PP children will constantly be under review to see if sensory circuits would be appropriate for them.</p> <p>Children who are eligible for PP will continue to have extra-curricular activities offered to them and trip bursaries as we, as a school, believe it provides opportunities enriching experiences which help develop</p>	<p>£1360.80 PP release</p> <p>£56 for extra-curricular activities</p> <p>£1400 (Bursary) This has been used to provide enrichment opportunities for all PP children</p> <p>£775 spent on supporting parents with the cost of trips for disadvantaged children.</p>

	50% reduction is also offered on trips.	Trip reduction costs have allowed children to access all of the trips offered this year, including 2 residential trips for 2 different year groups. The impact of this has meant that for some of our children they stayed away from home, and away from the local area, for the first time.	self-esteem and confidence which can then be translated in their learning in and out of the classroom.	
Total Cost:				£10,699.58

## **7. Additional detail**

School closure, due to COVID-19, prevented some of these strategies being implemented or measured. As a result, and with data to justify the decision, many of the desired outcomes will remain the same.

Due to budgeting, a decision was made to rewrite and review the PP strategy plan in line with the financial year, this is why the review and new strategy plan now runs from April 2020 to April 2021.