



Knebworth Primary School

Pupil Premium Strategy 2020-2021

Deep Roots

What is pupil Premium?

- In 2011-2012 the Government introduced the Pupil Premium Grant (PPG), which is additional to the main school funding. Schools are held accountable for how they spend the PPG to support pupils who receive this extra funding. For the current academic year (2020-21) primary schools will receive a sum of £1345 for any child who had been in receipt of free school meals (FSM) any time during the last 6 years. Additionally, children who have been or are currently in care (LAC) are supported by a grant of £2345. Service children are supported by a grant of £310. Numbers eligible for support may change through the year but funding does not necessarily change. The Department for Education (DFE 2020) describe the following terms and conditions for the use of the PPG funding:
- Raising the attainment of disadvantaged pupils of all abilities to reach their potential.
- Supporting children and young people with parents in the regular armed forces.

The DFE also states that: “schools, head teachers and teachers will decide how to use the pupil premium allocation, as they are best placed to assess what additional provision should be made for individual pupils.”

Why is it important?

The PPG is used to address underlying difficulties faced by some families. Our school uses the grant in a variety of ways to suit the individual needs of each child in receipt of the grant and help them to make progress and to improve their educational experiences.

Total amount of Pupil Premium and Pupil Premium Plus received in 2020/2021: £55,145

Total amount of Pupil Premium and Pupil Premium Plus received in 2019/2020: £ 47,480

Total amount of Pupil Premium and Pupil Premium Plus received in 2018/2019: £ 47, 820

Total amount of Pupil Premium and Pupil Premium Plus received in 2017/2018: £ 51,987

Total amount of Pupil Premium and Pupil Premium Plus received in 2016/2017: £ 58,660

Parents are encouraged to register their child as eligible for Free School Meals so that Knebworth Primary & Nursery School receives the maximum Pupil Premium entitlement.

Commitment

At Knebworth Primary School we are all committed to ensure that all children who are recognised as disadvantaged are identified and given access to the best educational experiences. At Knebworth Primary School we feel passionately that all children, irrespective of disadvantage, deserve the opportunities to have a fully inclusive, quality education where their social, emotional and academic needs are met. At Knebworth Primary School, a robust cycle of daily/weekly/termly monitoring, assessing, target setting and reviewing will be used to inform pupil progress and enable the early identification of need and the planning of appropriate interventions in order to make good progress, raise attainment and diminish the gap between our disadvantaged and non-disadvantaged pupils.

Barriers to Learning

What are the most prevalent issues which can effect rates of progress and levels of achievement?

| In-School Barriers | | Linked Desired Outcomes |
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| ❖ | Attendance. Repeated lateness. | <ul style="list-style-type: none"> ❖ Children have good attendance above 96% ❖ Children have low levels of lateness. |
| ❖ | Slow development of language and communication/PSED skills for children entering reception | <ul style="list-style-type: none"> ❖ The development of early language/communication/PSED skills for children in EYFS, KS1 is age appropriate and in line with their peers. |
| ❖ | Social and emotional problems linked to home circumstances (e.g. domestic violence, separation, bereavement) resulting in low-self-esteem, poor behaviour choices, difficulty building friendships, limited concentration in class and problems socialising with others | <ul style="list-style-type: none"> ❖ Incidents of poor behaviour are low and in line with incidents recorded for non-ppg. ❖ Increased confidence in class results in good or better progress in line with peers. ❖ Children report that they are enjoy socialising with peers and have safe happy playtimes. |
| ❖ | Attachment issues due to early life trauma | <ul style="list-style-type: none"> ❖ Children's emotional wellbeing will improve, make good attachments, develop self-esteem and have high aspirations. ❖ Children who have experienced early life trauma make good or better progress. |
| ❖ | Lack of aspiration | <ul style="list-style-type: none"> ❖ Children are able to articulate their desires and aspirations for the future. ❖ Children show eager and enthusiasm in their learning. ❖ Children make good or better progress in line with their peers. |
| ❖ | Late starters who have gaps in learning due to inconsistent prior education. | <ul style="list-style-type: none"> ❖ Children's gaps in learning will be supported to ensure they make good or better progress in line with their peers. |
| External Barriers | | Linked Desired Outcomes |
| ❖ | Limited life experiences and opportunities/limited access to extra-curricular activities. | <ul style="list-style-type: none"> ❖ Experiences for PPG children will be enhanced through a rich broad and varied curriculum. ❖ There will be increased attendance at extracurricular clubs and/or music lessons |
| ❖ | Limited parental engagement with school – especially regarding attendance at open evening, workshop evenings and completion of homework / reading | <ul style="list-style-type: none"> ❖ Parent's will be fully engaged in school life and will support their child in their learning. ❖ Parents and carers support learning at home and are in regular communication with the school regarding educational next steps. |
| <p style="text-align: center;">Overall Commitment</p> <p style="text-align: center;">To diminish any difference between disadvantaged children and their non- disadvantaged counterparts.</p> | | |

Planned expenditure for 2020/21

| 1. Summary information | | | | | Internal | External |
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| Academic Year Financial year | April 2020-21 | Total PP budget | £55,145 | Date of most recent PP Review | September 2020 | December 2015 |
| Total number of pupils | 420 | Number of pupils eligible for PP | 52 (2 of which EYPPG) | Date of next internal review of this strategy | September 2021 | |

| Desired outcome <i>What do we want to happen?</i> | Project/Initiative <i>How will we make it happen?</i> | Impact | | Review date | Impact |
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| | | <i>How will we know it has happened?</i> | <i>How will we measure it?</i> | | |
| Commitment Barrier: Academic gap between PPG and non PPG exists Desired outcome <ul style="list-style-type: none"> ❖ To diminish the difference between PPG children and non-PPG children in Maths, Reading and Writing ❖ To diminish the gap in foundation subjects ❖ To remove social and emotional barriers to learning and wellbeing | <ul style="list-style-type: none"> ❖ Embed Pupil Premium leads to use release time to: ❖ Identify children who are eligible for PP grant and who are CLA or post CLA ❖ Identify which children are of concern. ❖ Gather attainment and progress data for PPG children across the school in reading, writing and maths. ❖ Liaise with teachers to identify barriers to learning and put in place support for those individuals- PPG meetings termly. ❖ Create an overview of provision in place for all PPG children across the school. Use this to work out the cost of provision ❖ Use overview form to record barriers for learning/wellbeing and family information ❖ Create and use the individual plans for every PPG child which puts the child at | <ul style="list-style-type: none"> ❖ A list of children who are eligible for PPG is kept by PPG lead and this is updated regularly in line with the census and solero ❖ Barriers to learning and wellbeing are quickly identified and addressed. ❖ Monitoring and tracking procedures are robust. ❖ Interventions are planned and reviewed to support/accelerate children progress. ❖ Data will support the diminishing gap between PPG children and non-PPG children across all subjects in all key stages. ❖ At the end of each half term a report on the | <ul style="list-style-type: none"> ❖ Teacher assessments/data ❖ Learning evaluations (book scrutiny and observations) ❖ Pupil voice ❖ Pupil progress meetings ❖ Inclusion surgeries ❖ Cohort analysis Teacher assessments/data ❖ Pupil voice ❖ Pupil progress meetings ❖ Pupil premium surgery notes. ❖ Pupil premium folder ❖ Intervention notes. ❖ Half termly meetings between pastoral leads to monitor and review the support and interventions in place | Sep 2021 | Since summer 2019 to summer 2021, the difference in progress of disadvantaged vs non-disadvantaged is diminishing across the school. The progress of all disadvantaged children at the end of 2021 is at least 0 (good progress). There is an improvement in progress in all subject areas for disadvantaged children since 2019 with maths progress moving above 1 and reading & writing moving from negative progress in 2019 to positive progress in 2021. |

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| | <p>the centre and describes the child's voice</p> <ul style="list-style-type: none"> ❖ Update data at the end of each term. ❖ Share impact of actions to SLT. ❖ Monitor and review how Pupil Premium grant is spent within school and evaluate the impact and modify accordingly ❖ Review provision for all PPG children across the school for each half term. ❖ Identify interventions and evaluate impact. ❖ Liaise with Pastoral worker when required. ❖ Support inclusion team with PPG surgeries. ❖ Support teachers planning to identify focus children and make adaptations. ❖ Support teachers to monitor the progress and impact of in class interventions. ❖ Support and train staff on early identification and disadvantaged children and how best to support them ❖ Hold or attend meetings with parents when required to go through the support and provision in place for their child ❖ In liaison with child, parent and inclusion team, refer children to external services when necessary. ❖ Child's voice on intervention in place, child's review form | <p>progress of pupil premium children and the impact of interventions will be presented to SLT.</p> <ul style="list-style-type: none"> ❖ Reports from external professionals ❖ Parent communications show positive progress at home and positivity about the progress at school ❖ Child's voice shows positive view on interventions in place, learning and wellbeing | <ul style="list-style-type: none"> ❖ Surveys for parents and children ❖ Children's and parents voice | <p>Average PPG Reading progress rose from -0.35 to 0.46</p> <p>Average PPG Writing progress rose from -1.43 to 0</p> <p>Average PPG Maths progress rose from 0.57 to 1.3</p> <p>Termly PPG meetings which are now a shared collaborative process track individual children. These PPG meetings enable monitoring of interventions and progress and allow for quick identification of poorer progress so that it can be acted on swiftly.</p> <p>Social and emotional barriers have been identified early by teacher and then passed onto the inclusion team. Meeting notes, pupil voice, staff feedback and parent voice show positive views on interventions in place and the improved wellbeing and learning skills of children.</p> <p>Foundation subject leaders and inclusion</p> |
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| | | | | | <p>team have scrutinised planning and monitored progress of disadvantaged children and ensured they are making progress.</p> <p>Book scrutiny and observations shows children who are on the pupil premium register are receiving additional focus group time with an INCA when needed to properly embed key skills in maths and English.</p> |
| <p>Barrier: Attendance. Repeated lateness.</p> <p>Desired outcome</p> <ul style="list-style-type: none"> ❖ Children have good attendance above 96% ❖ Children have low levels of lateness. | <ul style="list-style-type: none"> ❖ Weekly attendance meeting to review unauthorised absences for that week with attendance team and pupil premium leads. ❖ Half termly monitoring of PPG children's attendance by Pupil Premium Leads. ❖ Provide 1:1 reading/maths/homework opportunities for identified children from 8.40. ❖ Update attendance policy with clearer guidelines and list of procedures. ❖ Funded places at wrap around care. ❖ Meet and Greet adult where appropriate. ❖ Continue to award attendance cup weekly to the highest attending class. ❖ Penalty Notices to become part of attendance policy and actioned, when | <ul style="list-style-type: none"> ❖ Attendance percentages of targeted children improve across the school ❖ Incidents of lateness diminish ❖ Engagement in school and lessons increase ❖ Wellbeing scores improve ❖ Parents report improved wellbeing and less resistance to go to school ❖ Progress improves in class ❖ Child's voice shows positive view on intervention and learning and wellbeing | <ul style="list-style-type: none"> ❖ Monitor SIMS/CPOMS for attendance/lateness data ❖ Attendance panel will meet termly to analyse attendance. ❖ Meetings with AIO will show decreasing numbers of poor attenders. ❖ Pupil progress meetings / cohort analysis will continue to monitor poor progress or attainment as a result of absence. ❖ Keep colour coded record of attendance and track termly ❖ Identify children and use the EBSA 'How I feel' document at each half term | Sep 2021 | <p>Despite a background of Covid-19, attendance of disadvantaged children has improved. In 19/20 the average percentage of attendance was 90.9%. In 20/21, this rose to 94.1%.</p> <p>Attendance of targeted children has been monitored and actions put into place to improve this. EBSA pupil voice used to explore reasons for lateness and attendance and support and adjustments put into place to support improvements such as 'small garden', timetable</p> |

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| | <p>necessary to reduced unauthorised absence.</p> <ul style="list-style-type: none"> ❖ Meetings with parents/carers to discuss attendance and to signpost parents to support where needed, e.g. funding for transport, parenting courses for behaviour. ❖ Use the EBSA school guidance to gain child's voice and learn about barriers for children attending school- put support in place to address this ❖ Gain child's voice and set up individual rewards for child if reached agreed attendance- e.g.' new water colours to use in art therapy session | | <ul style="list-style-type: none"> ❖ CORS/emotional wellbeing scales ❖ Half termly meetings between pastoral leads to monitor and review the support and interventions in place | | <p>changes, pastoral support, and family support from inclusion team.</p> <p>Parent meetings and pupil voice has improved attendance and helped to remove social and emotional barriers to coming to school and learning.</p> <p>Parents and children have improved positive views of school and learning.</p> <p>Incentives set up for targeted children including funding for new art resources to use in pastoral interventions and games for playtime.</p> <p>Attendance team involved in cases where children's attendance is a concern.</p> |
| <p>Barrier: Slow development of language and communication/PSED skills for children entering reception</p> <p>Desired outcome.</p> <p>➤ The development of early language/communication/</p> | <ul style="list-style-type: none"> ❖ Closely liaise with SALT for strategies to support in class. ❖ Lunch club to support identified children with communication skills. ❖ Targeted SEMH support for PPG children- story nurture groups/social stories/protective behaviours ❖ Social/language building interventions- Building club | <ul style="list-style-type: none"> ❖ ELG will be met for more children in EYFS-upward trend ❖ Progress will be made through the WELLCOMM assessment criteria. ❖ Identified children will meet targets through lunch club. | <ul style="list-style-type: none"> ❖ Teacher assessment/data. ❖ Learning evaluations ❖ Pupil progress meetings. ❖ Through weekly review/monitoring and planning of lunch club provision ❖ End of Key stage assessment | Sep 2021 | <p>All 8 children on the PPG register in EYFS (Rec) made at least expected progress.</p> <p>Data for Communication & Language Reception 2020 cohort:</p> |

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| <p>PSED skills for children in EYFS, KS1 is age appropriate and in line with their peers.</p> | <ul style="list-style-type: none"> ❖ Phonic booster groups in R Year 1, 2. ❖ WELCOMM training. This is used across N and R. ❖ Play Mentoring training across school and for children ❖ Reading revival training for Inclusion team from SPLD ❖ Small nurture group with Inclusion/PPG lead for PPG year 1 children. ❖ Class wellbeing lessons with pastoral lead weekly Year 1. ❖ Outreach support from greenside for targeted support. ❖ Speech, language, communication and autism team to give targeted support for identified children in EYFS and KS1. ❖ Parent/carer meetings with inclusion team/teacher to signpost them to support and resources ❖ Class dojo- parent/carer communication and support/ resources given to aid the child with home learning. ❖ Individual plan-(APDR cycle) if on SEND register ❖ Child's voice on intervention child's review form | <ul style="list-style-type: none"> ❖ The phonic test or retest pass rate for PPG children increases ❖ Wellbeing scales will show improvement with pastoral leads ❖ Behaviour in class and playground will improve ❖ Children's confidence in learning will improve. ❖ Children's engagement and active participation in lessons increase ❖ Child's voice shows positive view on intervention and learning and wellbeing | <ul style="list-style-type: none"> ❖ Phonic screening check ❖ Book scrutiny shows more independent learning and scaffolded learning/adaptions, e.g. communication print. ❖ Termly reviews of interventions and progress made ❖ Surveys for parents and children ❖ Children's and parents voice | | <p>Entry 42% to Exit 61% at ARE Entry 0% to Exit 30% at Greater Depth</p> <p>Observations and learning journey scrutiny show that the EYFs have increased the amount of quality language in the area and this is having a positive impact on the language the children are using.</p> <p>Behaviour in class and on playground has improved as less incidents have been recorded in 2020-2021.</p> <p>Observations show engagement in lessons have improved.</p> <p>Children's voice show positive views on interventions.</p> <p>CORS scales and other pastoral scales show improvement in targeted children.</p> |
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| <p>Barrier : Social and emotional problems linked to home circumstances (e.g. domestic violence, separation, bereavement) resulting in low self-esteem, poor behaviour choices, difficulty building friendships, limited concentration in class and problems socialising with others</p> <p>Desired outcome</p> <ul style="list-style-type: none"> ❖ Incidents of poor behaviour are low and in line with incidents recorded for non-ppg. ❖ Increased confidence in class results in good or better progress in line with peers. ❖ Children report that they enjoy socialising with peers and have safe, happy playtimes. ❖ Children are engaged in lessons | <ul style="list-style-type: none"> ❖ Half termly monitoring of PPG children's attendance and general wellbeing by Pupil Premium Leads ❖ Teachers and pastoral leads identify children at risk of emerging SEMH difficulties ❖ Discussions with teachers and parents and children to identify any barriers or wellbeing issues. ❖ Lunch club to support identified children with communication skills. ❖ Targeted SEMH support for PPG children- story nurture groups/social stories/protective behaviours ❖ Social/language building interventions- Building club ❖ Class wellbeing lessons with pastoral lead weekly Year 1. ❖ Parent/carer meetings with inclusion team/teacher to signpost them to support and resources ❖ Provide 1:1 reading/maths/homework opportunities for identified children from 8.40. ❖ Funded places at wrap around care. ❖ Meet and Greet adult where appropriate. ❖ Use the EBSA school guidance to gain child's voice and learn about barriers for children attending school or enjoying school- put support in place to address this | <ul style="list-style-type: none"> ❖ Attendance percentages of targeted children improve across the school ❖ Incidents of lateness diminish ❖ Engagement in school and lessons increase ❖ Wellbeing scores improve ❖ Parents report improved wellbeing and less resistance to go to school ❖ Progress improves in class ❖ Incidents of poor behaviour decreases on CPOMS ❖ Children report feeling happy and enjoying school ❖ Children take part in being a play mentor ❖ Teachers to keep a register of PPG children attending extra-curricular activities- encourage children and pass on information to parents/carers ❖ Pastoral lead to source funding for PPG children to join extra-curricular clubs inside and outside of school term. ❖ Child's voice shows positive view on intervention and learning and wellbeing | <ul style="list-style-type: none"> ❖ Monitor SIMS/CPOMS for attendance/lateness data ❖ Pupil progress meetings / cohort analysis will continue to monitor poor progress or attainment as a result of SEMH ❖ Keep colour coded record of attendance and track termly ❖ Identify children and use the EBSA 'How I feel' document at each half term ❖ CORS/emotional wellbeing scales and notes ❖ Half termly meetings between pastoral leads to monitor and review the support and interventions in place ❖ Wellbeing/emotional scales with pastoral leads ❖ Meeting notes with parents and teachers evidencing improved behaviour, confidence and engagement ❖ Surveys for parents and children ❖ Children's and parents voice | <p>Sep 21</p> | <p>Incidents of poor behaviour for PPG children have reduced.</p> <p>Pastoral work and child voice and teacher voice show confidence in class has improved.</p> <p>Pupil voice shows children are happier at playtimes and that they feel safe. (pastoral scales and surveys and pupil feedback form.)</p> <p>Observations show children are more engaged in lessons.</p> <p>Parent meetings and voice show they are pleased with provision in place and the impact.</p> <p>Partnerships with parents have been positively made and more parents have been open about their own challenges and accepted support signposted to them.</p> <p>Well-being scales are used by pastoral lead and inclusion manager to measure</p> |
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| | <ul style="list-style-type: none"> ❖ Gain child and parent voice when child is showing emerging SEMH difficulties ❖ Play mentoring ❖ Children encouraged to take part in extra curricular activities and music lessons ❖ Use of the attachment and behaviour app to understand underlying causal factors ❖ Steps resources- Anxiety mapping, predict and prevent, R&F, RRP ❖ Individual plan (APDR cycle) ❖ Families First Assessments held when needed ❖ Advice gained from external services and local authority- DSPL/Greenside/Nessie/Safe Space ❖ Referrals to more specialised intervention- play therapists/CAMHS ❖ voice on intervention child's review form | | | | <p>progress/impact of our in school interventions or outside services. This has allowed the school to measure the impact of interventions and adjust, amend, and review accordingly. All children who received bright stars intervention showed an increase in mental wellbeing through the use of the evaluation.</p> <p>Steps resources used to identify reasons and triggers for behaviours and plans put in place for individual children that helped them to engage in lessons and play safely.</p> <p>Families first assessments have been held which has had a positive impact on the families and their children's educational experiences.</p> <p>Referrals were made to external services where needed- Safe Space, Tier 2, Tier 3. ISL, Educational psychologist.</p> |
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| | | | | | Structured conversations with targeted PPG parents used to support home learning. Teachers have reported that this has allowed closer communication with some of their more vulnerable families. |
| <p>Barrier: Attachment issues due to early life trauma.</p> <p>Desired outcomes</p> <ul style="list-style-type: none"> ❖ Children's emotional wellbeing will improve, make good attachments, develop self-esteem and have high aspirations. ❖ Children who have experienced early life trauma make good or better progress. | <p>Pastoral lead (fulltime) to</p> <ul style="list-style-type: none"> ❖ act as a key worker for every PPG eligible child. ❖ provide a wide range of support to vulnerable families improving standards of behaviour/attendance and parental engagement. ❖ All children in Year 4 and 5 to receive Bright Stars ❖ provision of targeted support to meet social/emotional and mental health needs, e.g. protective behaviours, My Time, Marvellous Me, emotional check in scales, building club ❖ -lunch club ❖ provide counselling support to identified children – play/art therapy principles ❖ provide additional resources to deliver effective interventions. ❖ lead on protective behaviours materials <ul style="list-style-type: none"> - Bear cards - Boxall profile - Resources for Bright Stars - Yoga sessions for Year 6 and 2 <ul style="list-style-type: none"> ❖ Early identification of children's attachment/trauma issues | <ul style="list-style-type: none"> ❖ Improvements according to Boxhall or wellbeing scales criteria ❖ Good progress against the individual programme set of criteria. ❖ There will be a positive impact on progress and attainment as measured during pupil progress meetings. ❖ Inclusion surgeries or PPG meetings will record an improvement according to the Assess/Plan/Do review cycle or the intervention in place ❖ Pupil and parent/carer voice will reflect progress against the agreed outcomes. ❖ Regular classroom monitoring will ensure that individuals are continuing to improve against agreed outcomes | <ul style="list-style-type: none"> ❖ Boxhall profiles ❖ CPOMS ❖ Pupil voice ❖ Bright stars ❖ Learning Evaluations ❖ Parent voice ❖ Protective behaviours outcomes ❖ Lunch club monitoring. ❖ Wellbeing CORS and questionnaire ❖ Emotional checklist scales ❖ Nurture groups (PPG and pastoral leads) evidence through intervention/check in notes ❖ Reports show SEMH progress ❖ Surveys for parents and children ❖ Children's and parents voice ❖ PEP meetings ❖ Virtual schools meetings ❖ FFA meetings | Sep 2021 | <p>Pastoral lead has developed positive relationships with all PPG children.</p> <p>Support was put in place through a pastoral check in or an intervention that was monitored by pastoral lead and inclusion managers. Support adapted when progress was limited.</p> <p>Wellbeing scales show improvement in emotional wellbeing but the profiles are spiky and inconsistent due to the emotional and mental health nature.</p> <p>Pupil progress meetings indicate improvements to emotional wellbeing and engagement in class.</p> |

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| | <ul style="list-style-type: none"> ❖ Wellbeing CORS and questionnaire ❖ Emotional checklist for weekly wellbeing check intervention for targeted children ❖ Mental health/PPG lead is established and they will work closely with pastoral lead, inclusion team and linked governor. ❖ PPG and pastoral lead and inclusion team have regular meetings to discuss children on the PPG register and decide how best to support their needs. ❖ Teachers can book to come to inclusion meetings throughout the year to discuss a child. ❖ Termly PPG meetings to review and update IProfiles and discuss next steps. ❖ External professionals and outreach services are referred to and used to support children who need further SEMH support. ❖ -Nurture groups (PPG and pastoral leads) ❖ Teachers to use Zones of Regulation to support targeted children in KS2 and all children in R and Year 1. This will be rolled out across whole school in the Spring term. ❖ Designated pastoral lead to work with children who are experiencing severe attachment issues, who need catch up programmes and to develop independence. ❖ Pastoral lead to use evidence based interventions such as My Time, Marvellous Me, Nurture groups, Bright Stars, 5 ways to wellbeing, ZOR | <ul style="list-style-type: none"> ❖ Parents will communicate progress. ❖ Lunch club monitoring, weekly review shows improvements against targets. ❖ Child's voice show improvement and positive responses ❖ Reports from external professionals ❖ Child's voice shows positive view on intervention and learning and wellbeing ❖ Learning profiles will reflect targets have been met and new targets set. ❖ Termly pupil progress meeting will show good or better progress ❖ Specific CLA/ post adoption meeting will monitor and track progress. ❖ EPEP meetings show targets are being met and progress is being made. ❖ Virtual schools meetings termly-discuss how to support CLA/Post CLA chn ❖ Designated T will be trained to support CLA/PCLA children | <ul style="list-style-type: none"> ❖ CLA/Post CLA children making progress | <p>EPEP and learning profiles also show progress towards SEMH targets.</p> <p>Current CLA child made good progress in reading and maths (3steps) and 2 steps in writing. ¾ post CLA children made at least expected progress in W and M. 1 child made 2 steps in R.</p> <p>Children's voice show a better understanding of emotional wellbeing and the importance of this.</p> <p>The Willow Room and Oak room are continually developing into a great space where our staff and children are able to work confidentially and purposefully on targeted intervention programmes. Pupil Voice feedback showed pupils spoke positively of the Willow Room as a safe space and a space they could go to "to feel better."</p> |
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| | <ul style="list-style-type: none"> ❖ External professionals and outreach services used to support children in need of further support outside of school. ❖ Use the EBSA school guidance to gain child's voice and learn about barriers for children attending school or enjoying school- put support in place to address this ❖ Gain child and parent voice when child is showing emerging SEMH difficulties ❖ Play mentoring ❖ Children encouraged to take part in extra curricular activities and music lessons ❖ Use of the attachment and behaviour app to understand underlying causal factors ❖ Steps resources- Anxiety mapping, predict and prevent, R&F, RRP ❖ Individual plan (APDR cycle) ❖ Child's voice on intervention child's review form ❖ ePEP meetings held for CLA children- run by Designated Teacher ❖ Virtual schools meetings ❖ Designated Teacher training for PPG Lead (2 half days) | | | | <p>Designated teacher has been trained and leads the ePEP meetings termly for CLA children to ensure targets and interventions are monitored and effective. Money allocation is monitored and reviewed by DT.</p> |
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| <p>Barrier: Lack of aspiration</p> <p>Desired outcome</p> <ul style="list-style-type: none"> ❖ Children are able to articulate their desires and aspirations for the future. ❖ Children show eager and enthusiasm in their learning. ❖ Children make good or better progress in line with their peers. | <ul style="list-style-type: none"> ❖ Half termly monitoring of PPG children's attendance and general wellbeing by Pupil Premium Leads ❖ Teachers and pastoral leads identify children at risk of emerging SEMH difficulties ❖ Discussions with teachers and parents and children to identify any barriers or wellbeing issues. ❖ Lunch club to support identified children with communication and social/emotional skills. ❖ Targeted SEMH support for PPG children to build confidence-story nurture groups/social stories/protective behaviours ❖ Social/language building interventions- Building club ❖ Class wellbeing lessons with pastoral lead weekly Year 1. ❖ Parent/carer meetings with inclusion team/teacher to signpost them to support and resources ❖ Provide 1:1 reading/maths/homework opportunities for identified children from 8.40 to improve confidence ❖ Use the EBSA school guidance to gain child's voice and learn about barriers for children attending school or enjoying school- put support in place to address this ❖ Gain child and parent voice when child is showing emerging SEMH difficulties | <ul style="list-style-type: none"> ❖ Attendance percentages of targeted children improve across the school ❖ Incidents of lateness diminish ❖ Engagement in school and lessons increase ❖ Wellbeing scores improve ❖ Parents report improved wellbeing and less resistance to go to school ❖ Progress improves in class ❖ Incidents of poor behaviour decreases on CPOMS ❖ Children report feeling happy and enjoying school ❖ Children take part in being a play mentor ❖ Teachers to keep a register of PPG children attending extra-curricular activities- encourage children and pass on information to parents/carers ❖ Pastoral lead to source funding for PPG children to join extracurricular clubs inside and outside of school term. ❖ Child's voice shows positive view on intervention and learning and wellbeing ❖ Children's goals and aspirations discussed and achieved in interventions with pastoral leads | <ul style="list-style-type: none"> ❖ Monitor SIMS/CPOMS for attendance/lateness data ❖ Pupil progress meetings / cohort analysis will continue to monitor poor progress or attainment as a result of SEMH ❖ Data analysis shows improved progress ❖ Keep colour coded record of attendance and track termly ❖ Identify children and use the EBSA 'How I feel' document ❖ CORS/emotional wellbeing scales and notes ❖ Half termly meetings between pastoral leads to monitor and review the support and interventions in place ❖ Wellbeing/emotional scales with pastoral leads ❖ Meeting notes with parents and teachers evidencing improved behaviour, confidence and engagement ❖ Surveys for parents and children ❖ Children's and parents voice | | <p>Children's voice in pastoral interventions and in surveys show they are able to articulate their desires and aspirations for the future with some teaching and support.</p> <p>Observations and pupil voice show children are enthusiastic about learning and engaged in class.</p> <p>All teachers now encourage children on PPG register to take part in extracurricular activities and letters and reminders sent home on class dojo. Inclusion team often call parents/carers to suggest involvement.</p> <p>PPG meetings monitor the extra curricular activities children are involved in and funding is offered to encourage this aspect of school life. This has improved self-esteem and improved aspirations for future for some PPG children- their pupil voice shows this.</p> |
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| | <ul style="list-style-type: none"> ❖ Play mentoring to support independence and confidence ❖ Children encouraged to take part in extra curricular activities and music lessons ❖ Steps resources- Anxiety mapping, predict and prevent, R&F, RRP ❖ Families First Assessments held when needed ❖ Advice gained from external services and local authority- DSPL/Greenside/Nessie/Safe Space ❖ Referrals to more specialised intervention- play therapists/CAMHS ❖ Child's voice on intervention child's review form ❖ Emotional check in intervention – wellbeing scales, coping strategies and goal setting ❖ CORS, bright stars, ZOR wellbeing check in- understand emotions and better control and confidence ❖ Additional CLA book packs bought into for all CLA and post CLA children | <ul style="list-style-type: none"> ❖ Teachers report happier and enthusiastic children in class ❖ Improved reading scores for children on book packs | | | |
| <p>Barrier : Late starters who have gaps in learning or poor wellbeing due to inconsistent prior education or other factors.</p> <p>Desired outcome</p> <ul style="list-style-type: none"> ❖ Children's gaps in learning will be | <ul style="list-style-type: none"> ❖ SEND INCAs to undertake detailed assessments to identify gaps in basic skills across literacy and maths ❖ PPG and pastoral leads to assess wellbeing and address any concerns ❖ INCO and SEND INCA to continue to train all INCAs in SPLD intervention programmes ❖ SEND INCA/classroom INCAs to deliver tailored programme of support | <ul style="list-style-type: none"> ❖ Pupils who have gaps in their learning will have targeted support to ensure that any gaps in learning are addressed and as a result will make at least good progress and in most cases accelerated progress. ❖ INCA targeted interventions | <ul style="list-style-type: none"> ❖ Teacher assessments/ AM7 data ❖ Pupil progress meetings ❖ Inclusion surgeries ❖ Learning evaluations. ❖ Progress will be tracked and monitored according to the specific intervention criteria ❖ Learning profiles/ | April 2021 | <p>All new starters now have an assessment completed with their teachers which has informed planning and helped children to feel more settled quickly.</p> <p>New starters also have a discussion/pastoral</p> |

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| <p>supported to ensure they make good or better progress in line with their peers.</p> <ul style="list-style-type: none"> ❖ Children's wellbeing will be supported to ensure they have improved wellbeing and engagement in lessons. | <ul style="list-style-type: none"> ❖ Training for whole school and all teachers or targeted teachers to develop quality first teaching, e.g. STEPS, Mental Health L1, Welcomm, Maths mastery, Accelerated reading, Writing focus, ZOR, ❖ Courses by SPLD. <ul style="list-style-type: none"> -Word Wizards -DAN -Sprite/ELF - Reading Revival -Wellcomm -5 Minute box -Precision teaching -Phonics targeted support | <ul style="list-style-type: none"> ❖ Teacher interventions in class ❖ Pastoral intervention put in place when needed- CORS/emotional wellbeing check ins. This shows improved wellbeing and confidence. ❖ PPG meetings termly to review progress and provision in place. ❖ Parent/carer meetings ❖ Assess plan, do, review put in place when needed. ❖ Children more engaged in reading and this improves confidence and engagement in lessons ❖ Staff, children and parents report improvement in child confidence, wellbeing and progress | <ul style="list-style-type: none"> ❖ I profiles ❖ Pupil/parent voice ❖ CORS/emotional check in scales show improved wellbeing | | <p>assessment with pastoral lead to ensure they know their trusted adults and to help identify any emotional wellbeing concerns. Any gaps are well planned for by teachers and pastoral lead.</p> <p>New starters have positive views on our school and parents have reported feeling welcomed and their children being happy.</p> |
| <p>Barrier: Positive and broad experiences may be limited.</p> <ul style="list-style-type: none"> ❖ Experiences for PPG children will be enhanced through a rich broad and varied curriculum. ❖ There will be increased attendance at extracurricular clubs | <ul style="list-style-type: none"> ❖ Extended care will fund two spaces per week, per child who is in receipt of additional funding. ❖ Some additional funding is put aside to provide additional opportunities and this is encouraged by all teachers: <ul style="list-style-type: none"> - Twine and shine. - Guitar lessons - Choir lessons - French lessons - Multi-sports/football - Dance --book club - Residential trips - Swimming - Enhanced experiences from external providers | <ul style="list-style-type: none"> ❖ Pupils and parents/carers will talk positively and enthusiastically about their experiences. ❖ Skill progression in a particular area-knowledge organisers show progression ❖ Increased confidence will show an increased level of engagement in lessons. ❖ Confidence to go to clubs ❖ More PPG children attending extra curricular clubs | <ul style="list-style-type: none"> ❖ Pupil/teacher/parent voice ❖ Club registers ❖ Club reports ❖ Parent survey ❖ Boxhall /wellbeing scales reports ❖ Teacher assessment /Data ❖ Learning evaluations- show increased confidence and engagement in lessons. ❖ Funded places tracked for PPG children | <p>April 2021</p> | <p>Sensory circuit's provision set up for PPG children with sports coach to enhance their PE. Provision.</p> <p>Active social club set up for PPG children with sports lead.</p> <p>PPG children's spaces funded at wrap around care- 2 children per week which has increased attendance and pupil</p> |

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| | <ul style="list-style-type: none"> ❖ PPG lead to help teachers encourage attendance at clubs via contact with child and parents. ❖ Teachers keep registers with PPG children highlighted ❖ PPG lead to monitor the attendance of PPG children at clubs and track funding used for the children with help from admin ❖ Subject leads to monitor and assess the experiences available for children in each subject-are they varied and rich? ❖ PPG lead and teachers fund extracurricular clubs/experiences where and when necessary. | <ul style="list-style-type: none"> ❖ Confidence to show their new skills to others ❖ Social and emotional skills improve due to these clubs ❖ Wellbeing improves | | | <p>and parent voice indicate positive views on this.</p> <p>PPG lead has funded extracurricular clubs and music lessons which pupil and parent voice show improved confidence and skills.</p> <p>Teachers have sent parents/carers class dojos or phoned parents of PPG children to offer clubs.</p> <p>The attendance of PPG children at clubs have risen as evidenced in teachers registers.</p> |
| <p>Barrier: parent engagement</p> <ul style="list-style-type: none"> ❖ Parent's will be fully engaged in school life and will support their child in their learning. ❖ Parents and carers support learning at home and are in regular communication with the school regarding educational next steps. | <ul style="list-style-type: none"> ❖ Playground Meet and Greet ❖ Pastoral worker to use mobile phone as a means of communication. ❖ Parent/carer meetings with inclusion team/teacher to signpost them to support and resources ❖ Class dojo- parent/carer communication and support/ resources given to aid the child with home learning. ❖ Develop parent workshops. ❖ Parent/carer coffee mornings- to focus on area of targeted need, e.g. sleep issues ❖ Regular communication with inclusion team- phone calls, emails, meetings. | <ul style="list-style-type: none"> ❖ Parents will recognise the importance of home learning and will support at home. ❖ Homework will be completed on time to a good standard. ❖ As a result, progress and attainment of PPG children will increase. ❖ There will be a rise in the number of parents attending open evenings. ❖ Parents will support learning at home thorough regular communications and targets are met. | <ul style="list-style-type: none"> ❖ Parent survey will show an increased enthusiasm for home learning. ❖ Teachers monitoring of homework will show an increased number of children undertaking tasks at home. ❖ Attendance at open evening will increase. ❖ Parents are engaged with and attend parent's evenings/ communications on class dojo ❖ Parents, pupil and teacher voice | | <p>Parent meetings are held termly or when needed with teacher to discuss the provision in place.</p> <p>PPG lead has met with parents/carers when child has barriers to their learning or wellbeing. Targets are made with parent/carer support and support for the child has been put in place.</p> <p>Parent/carer voice shows positive views on the support school has</p> |

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| | <ul style="list-style-type: none"> ❖ Open evenings ❖ Parents will receive a short report every parent consultations with clear targets and ways to support learning tailored to their individual child. ❖ Class celebration assemblies to share what children are learning. ❖ KS1/2 Celebration assemblies with parents invited to attend. ❖ Values card winners with Head and SLT after assembly to celebrate positive achievements. ❖ Structured conversations will be continued to engage parents and ensure support from home. ❖ Parents are part of the APDR cycle and give their voice | <ul style="list-style-type: none"> ❖ Parent and child and teacher voice will show positive communications between home and school ❖ Parents will be fully involved and enthusiastic about their child's APDR ❖ Parents attendance at coffee mornings will increase | <ul style="list-style-type: none"> ❖ Coffee morning attendance | | <p>offered for their child and for their family.</p> <p>Meetings with Parent/carers have increased the support offered at home and parents/carers have attended parent evenings and meetings scheduled to discuss next steps.</p> |
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Budget spend (approximates)

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| ▪ Dedicated Pupil premium teacher- | £10, 000 |
| ▪ Dedicated INCA x 2 support for targeted support. | £5,000 |
| ▪ Class based INCA support= | £10,000 |
| ▪ Pastoral support | £10,000 |
| ▪ Specialist English/ Maths support in Willow room | £5,000 |
| ▪ Training costs | £3000 |
| ▪ Additional enrichment opportunities | £10,000 |

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| ▪ Extended Care support- | £3000 |
| | Total £55,145 rounded to £56,00 |