



Pupil Premium Spending 2019/20 - 2021/22

SUMMARY INFORMATION

Date of most recent pupil premium review:	October 2020	Date of next pupil premium review:	February 2021
Total number of pupils:	167	Total pupil premium budget:	£157,365
Number of pupils eligible for pupil premium:	87	Amount of pupil premium received per child:	£1345

STRATEGY STATEMENT

At De Beauvoir Primary School all staff are committed to supporting and raising the attainment of pupils who receive Pupil Premium funding and to removing barriers which might stand in the way of their progress or development. We ensure that we use evidence to inform our actions.

Robust administration of the Pupil Premium Strategy at our school results in largely highly positive academic outcomes for pupils in receipt of Pupil Premium funding. We are committed to the ongoing professional development of all staff so that they are able to provide quality first teaching and learning support for pupils. We ensure that the work of all staff is closely monitored and evaluated.

Addressing low on entry starting points for pupils in the Early Years Foundation Stage is an ongoing priority, so that more pupils reach a Good Level of Development. This year, we recognise the importance of using funding to help to address the impact of the digital divide on the learning of our PPG pupils during lockdown. Provision for pupils in Year 1 is also a priority due to the loss of a term of school-based learning in the EYFS.

Our Local Advisory Board share the commitment of our staff in ensuring that the Pupil Premium Strategy to improve outcomes for pupils who receive Pupil Premium funding.

Assessment Information

EYFS (NO DATA FOR 2019-20 DUE TO COVID)			
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	
		School Average	National average
Good level of development (GLD)	60	68	72
Reading	80	73	77
Writing	80	73	74
Number	80	82	80
Shape	80	82	82

YEAR 1 PHONICS SCREENING CHECK (NO DATA FOR 2019-20 DUE TO COVID)		
Pupils eligible for PP	Pupils not eligible for PP	National average
92	64	82

END OF KS1 (NO DATA FOR 2019-20 DUE TO COVID)			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving expected standard or above in reading, writing and maths	67	68	65
% achieving expected standard or above in reading	71	71	75
% achieving expected standard or above in writing	71	71	69

END OF KS1 (NO DATA FOR 2019-20 DUE TO COVID)

% achieving expected standard or above in maths	71	71	76
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END OF KS2 (NO DATA FOR 2019-20 DUE TO COVID)

	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving expected standard or above in reading, writing and maths	74	72	65
% achieving expected standard or above in reading	78	75	73
% achieving expected standard or above in writing	83	81	78
% achieving expected standard or above in maths	78	78	79
% achieving greater depth in reading, writing and maths	13	13	10
% achieving greater depth in reading	30	25	27
% achieving greater depth in writing	35	31	20
% achieving greater depth in maths	13	13	27
% making expected progress in reading	3.1	2.3	0
% making expected progress in writing	4.9	4.9	0
% making expected progress in maths	0.1	0.3	0

Barriers to Learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Low levels in communication and language and personal, social and emotional development on entry to EYFS, evidenced by baseline (21% of pupils Nursery ready)
B	EAL – 60% of our pupils have English as an additional language and some families do not speak English at home and lack confidence supporting their children with homework, particularly reading and writing. For some children, their only exposure to English is in school time.
C	SEND – 25% of our pupils have special educational needs. Within our school there are a wide range of needs, both for pupils with Education Health Care Plans and for those who require additional support.

ADDITIONAL BARRIERS

External barriers

D	Attendance: Absence for Ever 6 FSM pupils during 2017-2018 was 5.7%. For Non Ever 6 FSM pupils this was 3.8%. Persistent absenteeism was 14.2%. For Non Ever 6 FSM this was 8.7% (Analyse School Performance)
E	Parental engagement with learning: typically parents do not attend learning / support events such as workshops and parenting support, although attendance at parents' evenings and social events has improved.
F	Social Deprivation- indicators place the school in the highest quintile nationally. Due to a range of social and economic pressures a large number of children miss out on opportunities for educational enrichment outside school. We have a number of families who are supported by Children's Social Care and families who need help from the school in order to support their children's learning.
G	Emotional and behavioural needs, low resilience (emotionally and academically) and emotional well-being.

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Pupils in the Early Years Foundation Stage make good progress from different starting points	<ul style="list-style-type: none"> • Assessment outcomes evidence accelerated progress • WellComm assessments demonstrate accelerated progress • Observations demonstrate positive relationships and learning behaviours • GLD for PPG pupils at the end of EYFS is in line with national
B	Attainment for PPG pupils is above national in R, W and M PPG pupils make better rates of progress than pupils nationally	<ul style="list-style-type: none"> • Outcomes for PPG pupils at the end of KS2 are above national in reading and maths • Progress from different starting points demonstrate that PPG pupils are making good or better progress • Proportion of PPG middle and high attainers at end of KS1 achieving higher standard is above national • PPG pupils are accessing and benefitting from a range of interventions
C	Improved outcomes at EXS and GDS in reading for pupils receiving PPG	<ul style="list-style-type: none"> • All pupils read a range of texts for pleasure • All pupils can talk confidently about books they have read / their favourite authors • Outcomes in reading in phonic screening/KS1 And KS2 are above national
D	Improved attendance / punctuality and reduced persistent absence figures for pupils in receipt of PPG <ul style="list-style-type: none"> • First day absence monitoring • Attendance data • Punctuality monitoring • Attendance analysis • Half termly meetings with parents of PA pupils / persistently late pupils • Home visits 	<ul style="list-style-type: none"> • Attendance / persistent absentee figures show improvement • Robust attendance / punctuality monitoring information shows impact of actions taken • Federation target met

E	<p>Improved parental engagement through:</p> <ul style="list-style-type: none"> • Parent workshops and events • Parenting classes • EasyPeasy • Parentmail • Increased reading at home, measured by home reading journals • Parent survey questionnaires 	<ul style="list-style-type: none"> • Parent participation increases • Parents report feeling more confident to support their children's home learning • Home reading increases, with more pupils / parents completing home reading journals.
F	<ul style="list-style-type: none"> • Improved access to home learning support • Increased access to extra-curricular opportunities, including after school clubs, residential and the arts 	<ul style="list-style-type: none"> • Pupil uptake / progress: Reading Plus • Pupil uptake / progress: Times Tables Rockstars Registers show increased uptake • Regular trips and visitors expose children to the world beyond their classroom • Disadvantaged pupils are participating in a range of after school activities • Pupil voice evidences positive outcomes
G	<p>Improved mental health, emotional well-being and resilience.</p>	<ul style="list-style-type: none"> • Improved behaviour / access to learning for children accessing Place2Be • Pupil voice evidences positive outcomes

Planned Expenditure for Academic Year 2019/20

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Cost / When will you review this?
Fundamental Checks	Improved targeting of specific pupils and pupil groups leading to raised attainment	Teacher clarity about which pupils are PPG / the focus for targeted interventions ensures accountability for pupil outcomes. Tracking enables swift intervention.	Implemented by senior leadership team using a tiered approach (analysed in SLT meetings prior to meetings between teacher, phase leader and SENDCo) Rigorous monitoring Allocating the best teachers to specific groups	SLT	Reviewed each term at PP meetings half termly
Targeted interventions for pupils	Improved progress and attainment in reading, writing and maths— particularly closing the gap and accelerating learning for children not yet working at the expected standard	EEF reports that evidence shows that small group tuition is effective for groups of up to 6 pupils, It is important for the quality of teaching is high. Positive outcomes for pupils who were involved in the RAG Project 2018/19. Data identifies pupils who need to have gaps addressed	Robust monitoring of the intervention plan / Fundamental Check monitoring of children receiving: RAG reading intervention Maths intervention groups Reading intervention groups Experienced teacher taking interventions in RWM	SLT	Termly assessments RAG assessments
Release time for senior leaders to coach and support teachers / teaching and learning ECT programme of CPD to support teachers who are NQT+1	Improved progress and attainment in reading, writing and maths— particularly closing the gap and accelerating learning for children not yet working at the expected standard	Evidence has shown that high quality teaching matched to pupil needs results in accelerated progress	Rigorous monitoring Allocating the best teachers to specific groups	SLT	Ongoing Incremental Coaching tracking

Reading Plus intervention for pupils in Year 5 and Year 6	Improved reading speed, stamina and comprehension	Pilot was started with Y6 on 26/09/19. By 02/11/19, pupils had gained an average of 7 wpm and 0.3 level gain. These improvements have been more significant the longer the pilot has been running.	Named member of staff responsible for implementation, tracking and promotion. Technical support.	English Leader	Weekly reviews / PP meetings
Times Tables Rockstars	Improved fluency and accuracy of multiplication and division	Since starting TTRockstars this academic year, 112 pupils are active on the site. Average speed and accuracy are a notably improving picture for children accessing the site.	Named member of staff responsible for implementation, tracking and promotion Technical support.	Maths Leader	Weekly reviews / PP meetings
				Total budgeted cost:	£69,000
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Cost / When will you review this?
Well-Comm	Rapid development of speaking and listening skills in the EYFS from very low on entry levels.	Data from Well-Comm interventions 2018-19 shows accelerated progress in speech and language and rapid identification of pupils who need targeted / additional support to address specific gaps / needs	Named member of staff to facilitate and track attainment.	EYFS Leader	Weekly / half-termly monitoring
Action Tutoring	Improve outcomes in reading for pupils in Y6	Action Tutoring impact report shows that in 2017-2018, 10% of pupils were working at the expected standard at the start of Y6. By the end of the year, 71% were working at the expected standard.	Named member of staff to facilitate, supervise and track attainment from Action Tutoring group.	Y6 Teacher	Weekly reviews / PP meetings
Maths After School Booster	Improve outcomes in maths for pupils in Y6	In 2018-2019 the proportion of PPG pupils reaching GDS in maths was significantly lower than that for reading and writing.	Implemented by DHT, who is an experienced and outstanding teacher.	Maths Leader	Weekly: summit meetings

Phonics interventions for pupils in Y1, Y2 and Y3	Improve outcomes in phonics, reading and writing.	The EEF Toolkit recognizes that phonics interventions can lead to +4 months progress. Qualified teachers tend to get better results when delivering phonics interventions	Implemented by DHT, who is an experienced and outstanding teacher.	DHT – KS1	Half-termly reviews
Total budgeted cost:					£45,280
Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Cost / When will you review this?
Additional TA in EYFS with focus on reading and writing	Accelerated progress from low starting points	Low baseline data necessitates additionality for these pupils	Led by EYFS leader EYFS team meetings to provide direction Monitored robustly during PP meetings	EYFS Leader	Half termly PP meetings
EYFS Parent Sessions	To provide EYFS parents with strategies to develop their interactions with their children.	Many pupils enter EYFS with CL / PSED levels which are well below age expectations. We want to provide parents with free / affordable games and strategies they can use at home to develop their child's CL and PSED.	Publicity. Named lead. Parent consultation to identify best day / time for sessions. Provide resources to parents for free and refreshments to encourage attendance.	EYFS Leader	Half termly reviews
Parent texting / app service	Improve parental engagement	Most parents are users of 'Whatsapp', which is similar in nature and accessible. The app will also reduce incidences of paper communication being lost in transit. The EEF found that a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.	Named lead with technical support for parents provided by the office. App provided to parents at transition and to existing parents through targeting at start / end of the school day.	Headteacher	£1,000 parental set-up meetings

Place2Be	Improved emotional and mental health / well-being leading to improved behavior and access to education	100% of referred spaces for Place2Be are for pupils in receipt of PPG. Place2Be's 2017-2018 impact report shows that teachers reported 64% improved classroom learning and 69% fewer problems caused for pupils receiving support from Place2Be.	Weekly pastoral meetings with Place2Be worker, SENCO and SLT	INCo	Weekly pastoral meeting review Formal half termly reviews
Access to the arts	Access to peripatetic teaching, musical events and experiences in order to improve well-being and positive attitudes to learning.	The EEF Toolkit states that arts participation can lead to +2 months. Improvements to learning appear to be more achievable with younger learners. We are conscious that currently disadvantaged pupils are not accessing peripatetic music teaching.	Strategic calendar PP meetings	DHT (KS1) DHT (KS2)	Half termly reviews
Attendance tracking Parental meetings	Improved attendance and punctuality Reduces persistent absence	Actions taken in 2018-19 improved attendance for the majority of targeted pupils	Tiered approach to monitoring Standing item on pastoral meeting agenda	INCo	Weekly reviews Half-termly monitoring
Free places in clubs, including Breakfast Club, After School Club and extra-curricular activities	Improve punctuality, develop social skills and provide access to enrichment activities	We have found that access to Breakfast Club has improved punctuality and attendance for pupils. We have also found that access to after school clubs has helped children to improve their social skills and relationships whilst giving them access to a wider range of experiences.	Monitoring of registers Attendance data monitoring Pupil / parent voice	Business Manager	Half termly reviews
Subsidised trip / residential costs	Ensure that pupils have fair access to trips and residential	We have found that access to subsidised places on residential has ensured that children can attend. This has helped children to improve their social skills and relationships.	Pupil / parent voice	Business Manager	Half termly reviews
Parenting support	Improve parent participation and develop skills to support pupils at home.	Parental engagement is consistently associated with pupils' success at school (EEF)	Monitoring of registers Parent voice	SLT	Half termly reviews
Total budgeted cost:					£65,720

ADDITIONAL INFORMATION

Additional information used to support our Pupil Premium Strategy are:

- Analyse School Performance
- Primary Advantage Fundamentals tracker
- FFT Aspire
- Evidence from the Education Endowment Foundation (EEF)
- Results of staff and pupil consultation
- Analysis of attendance records
- Ofsted report (January 2018)
- Case studies carried out by SLT

Planned Expenditure for Current Academic Year 2020/21

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Fundamental Checks	Improved targeting of specific pupils and pupil groups leading to raised attainment	Teacher clarity about which pupils are PPG / the focus for targeted interventions ensures accountability for pupil outcomes. Tracking enables swift intervention.	Implemented by senior leadership team using a tiered approach (analysed in SLT meetings prior to meetings between teacher, phase leader and SENDCo) Rigorous monitoring Allocating the best teachers to specific groups	SLT	Reviewed each term at PP meetings half termly
Targeted interventions for pupils	Improved progress and attainment in reading, writing and maths— particularly closing the gap and accelerating learning for children not yet working at the expected standard	EEF reports that evidence shows that small group tuition is effective for groups of up to 6 pupils. It is important for the quality of teaching is high. Positive outcomes for pupils who were involved in the RAG Project 2019/20. Data identifies pupils who need to have gaps addressed	Robust monitoring of the intervention plan / Fundamental Check monitoring of children receiving: RAG reading intervention Maths intervention groups Reading intervention groups Experienced teacher taking interventions in RWM	SLT	Termly assessments RAG assessments
Release time for senior leaders to coach and support teachers / teaching and learning ECT programme of CPD to support teachers who are NQT+1	Improved progress and attainment in reading, writing and maths— particularly closing the gap and accelerating learning for children not yet working at the expected standard	Evidence has shown that high quality teaching matched to pupil needs results in accelerated progress	Rigorous monitoring Allocating the best teachers to specific groups	SLT	Ongoing Incremental Coaching tracking

Reading Plus intervention for pupils in Years 4, 5 and Year 6	Improved reading speed, stamina and comprehension	Analysis of Reading Plus evidences rapid guided rate and reading level gain.	Named member of staff responsible for implementation, tracking and promotion. Clear expectations for pupil participation. Recognition of active users in weekly assemblies and the school newsletter. Rewards	English Leader	Paid for in previous year Weekly reviews / PP meetings
Times Tables Rockstars	Improved fluency and accuracy of multiplication and division	In the most recent analysis of TTRockstars, 82% of pupils were active on the site. Average speed and accuracy are a notably improving picture for children accessing the site.	Named member of staff responsible for implementation, tracking and promotion. Recognition of active users in weekly assemblies and the school newsletter. Rewards	Maths Leader	Weekly reviews / PP meetings
Total budgeted cost:					£52,787

Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Well-Comm	Rapid development of speaking and listening skills in the EYFS from very low on entry levels.	Data from Well-Comm interventions 2019-20 shows accelerated progress in speech and language and rapid identification of pupils who need targeted / additional support to address specific gaps / needs	Named member of staff to facilitate and track attainment. Regular SLT reviews.	EYFS Leader	Weekly / half-termly monitoring
Maths After School Booster	Improve outcomes in maths for pupils in Y6	In 2018-2019 the proportion of PPG pupils reaching GDS in maths was significantly lower than that for reading and writing.	Implemented by DHT, who is an experienced and outstanding teacher.	Maths Leader	Weekly: summit meetings
Phonics interventions for pupils in Y1, Y2 Y3 and Y4	Improve outcomes in phonics, reading and writing.	The EEF Toolkit recognizes that phonics interventions can lead to +4 months progress.	Implemented by learning coaches, with weekly monitoring and coaching from the English leader.	English Leader	Half-termly reviews
Total budgeted cost:					£38,000
Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Additional NEO interventions in EYFS with focus on reading , writing and maths	Accelerated progress from low starting points	Low baseline data necessitates additionality for these pupils	Led by EYFS leader EYFS team meetings to provide direction Monitored robustly during PP meetings	EYFS Leader	Half termly PP meetings

Interventions for pupils TA in Year 1 with focus on reading, writing and maths	Accelerated progress from low starting points	Proportion of PPG pupils who are not Year 1 ready following lockdown	Additional learning coach in Year 1 Led by DHT KS1 / SENDCo Monitored robustly during PP meetings	DHT (KS1)	Half termly PP meetings
EYFS Parent / Pupil Sessions	To provide EYFS parents with strategies to develop their interactions with their children.	Many pupils enter EYFS with CL / PSED levels which are well below age expectations. We want to provide parents with free / affordable games and strategies they can use at home to develop their child's CL and PSED.	Publicity. Named lead. Parent consultation to identify best day / time for sessions. Provide resources to parents for free. Link to parent / carer evenings Release for leader to deliver longer parent / carer sessions through day	EYFS Leader	Half termly reviews
Place2Be	Improved emotional and mental health / well-being leading to improved behavior and access to education	100% of referred spaces for Place2Be are for pupils in receipt of PPG. Place2Be's 2017-2018 impact report shows that teachers reported 64% improved classroom learning and 69% fewer problems caused for pupils receiving support from Place2Be.	Weekly pastoral meetings with Place2Be worker, SENCO and SLT	INCo	Weekly pastoral meetings Half-termly reviews
Access to the arts	Access to art and musical events and experiences in order to improve well-being and positive attitudes to learning.	The EEF Toolkit states that arts participation can lead to +2 months. Improvements to learning appear to be more achievable with younger learners. We are conscious that currently disadvantaged pupils are not accessing peripatetic music teaching.	Strategic calendar PP meetings	DHT (KS1) DHT (KS2)	Half termly reviews
Attendance tracking Parental meetings	Improved attendance and punctuality Reduces persistent absence	Actions taken in 2019-20 improved attendance for the majority of targeted pupils	Tiered approach to monitoring Standing item on pastoral meeting agenda	INCo	Weekly reviews Half-termly monitoring
Free places in clubs, including Breakfast Club, After School Club and extra-curricular activities	Improve punctuality, develop social skills and provide access to enrichment activities	We have found that access to Breakfast Club has improved engagement, punctuality and attendance for pupils. We have also found that access to after school clubs has helped children to improve their social skills and relationships whilst giving them access to a wider range of experiences.	Monitoring of registers Attendance data monitoring Pupil / parent voice	Cluster Finance and Admin Manager	Half termly reviews

Parenting support	Improve parent participation and develop skills to support pupils at home.	Parental engagement is consistently associated with pupils' success at school (EEF)	Coaching and check ins to support parents with remote learning when pupils are self-isolating	SLT	Half termly reviews
Total budgeted cost:					£66,578

ADDITIONAL INFORMATION

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- FFT Aspire
- Evidence from the Education Endowment Foundation (EEF)
- Results of staff and pupil consultation
- Analysis of attendance records
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Planned Expenditure for Academic Year 2021/22

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Fundamental Checks	Improved targeting of specific pupils and pupil groups leading to raised attainment	Teacher clarity about which pupils are PPG / the focus for targeted interventions ensures accountability for pupil outcomes. Tracking enables swift intervention.	Implemented by senior leadership team using a tiered approach (analysed in SLT meetings prior to meetings between teacher, phase leader and SENDCo) Rigorous monitoring Allocating the best teachers to specific groups	SLT	Reviewed each term at PP meetings half termly
Targeted interventions for pupils	Improved progress and attainment in reading, writing and maths— particularly closing the gap and accelerating learning for children not yet working at the expected standard	EEF reports that evidence shows that small group tuition is effective for groups of up to 6 pupils. It is important for the quality of teaching is high. Positive outcomes for pupils who were involved in the RAG Project 2019/20. Data identifies pupils who need to have gaps addressed	Robust monitoring of the intervention plan / Fundamental Check monitoring of children receiving: RAG reading intervention Maths intervention groups Reading intervention groups Experienced teacher taking interventions in RWM	SLT	Termly assessments RAG assessments
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Total budgeted cost:					£52,787
Targeted support					
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Total budgeted cost:					£38,000
Other approaches					

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Attendance tracking Parental meetings	Improved attendance and punctuality Reduces persistent absence	Actions taken in 2019-20 improved attendance for the majority of targeted pupils	Tiered approach to monitoring Standing item on pastoral meeting agenda	INCo	Weekly reviews Half-termly monitoring

Free places in clubs, including Breakfast Club, After School Club and extra-curricular activities	Improve punctuality, develop social skills and provide access to enrichment activities	We have found that access to Breakfast Club has improved engagement, punctuality and attendance for pupils. We have also found that access to after school clubs has helped children to improve their social skills and relationships whilst giving them access to a wider range of experiences.	Monitoring of registers Attendance data monitoring Pupil / parent voice	Cluster Finance and Admin Manager	Half termly reviews
Parenting support	Improve parent participation and develop skills to support pupils at home.	Parental engagement is consistently associated with pupils' success at school (EEF)	Parent information and learning sessions delivered by teachers and leaders	SLT	Half termly reviews
Total budgeted cost:					£66,578

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