

# Pupil premium strategy & self-evaluation 2019-2020

***“We are all better than we know.”***  
**Kurt Hahn – Founder of Outward Bound.**

At Lowbrook, our goal is to inspire all to be the best we can possibly be.

This is underpinned by our Vision...

***Laeti Sani Multa Perficientes***

Translated as **Happy, Healthy, High Achievers**, it is this emphasis on well-being and developing the whole child that drives the outstanding results and progress our children achieve.

## **Pupil Premium Strategy Statement**

The Pupil Premium Grant is allocated to schools by the government to provide funding for the following policies:

- Raising the attainment of disadvantaged pupils of all abilities to reach their potential; this includes:
  - Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (£1,320 pp)
  - Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority (£2,300pp)
  - Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order (£2,300pp)
- Supporting children and young people with parents in the regular armed forces (£300 pp).

We have high aspirations for all the children in our school and believe that all children should be given the opportunity to reach their full potential. At Lowbrook Academy, we seek to provide personalised learning opportunities and targeted support to allow every child to flourish. As we recognise that not all pupils who are academically or socially disadvantaged are registered for free school meals, we reserve the right to allocate Pupil Premium funding to support any pupil, or group of pupils, identified by the school as being at a significant disadvantage.

Whilst allocated on a per pupil basis, the grant may be spent for the educational benefit of all pupils at our school. We recognise that not all children attracting Pupil Premium will need support or are disadvantaged and that not all pupils who are ‘disadvantaged’ or need support are eligible for pupil premium. The attainment of all pupils, including Pupil Premium children, is measured through monthly pupil progress meetings where there is a focus on individual children to ensure that they are all meeting their targets. Those who are not, will receive targeted support.

Pupil Premium Funding and the impact of this is a regular item on the agenda at Local Governing Body Meetings. The Governing Body at Lowbrook Academy will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

The key objectives in using the Pupil Premium Grant at Lowbrook Academy are to narrow the achievement gap between those in receipt of Pupil Premium both within the school and nationally, and to provide and enriching and stimulating curriculum to expand pupils’ cultural and social development.

Rigorous analysis of internal and external pupil-level data, historical attainment and progress rates, as well as qualitative data is undertaken to ensure that these funds are used to maximum effect. The allocation of pupil premium funds at Lowbrook Academy is also research based, for example publications and research undertaken by The Sutton Trust / Education Endowment, to ensure best practice in terms of value for money and impact are achieved in terms of quality first class teaching and high quality, timely and effective interventions.

We invest heavily in ensuring that the provision is personalised and pertinent to the needs of the pupils we serve in terms of supporting pupils' social and emotional well-being, enabling them to access the opportunities at school to develop academically and thrive in all areas of the curriculum.

We also seek to provide a curriculum enriched with opportunities from internal events, such as regular Theme Weeks (Science & Technology Week; Maths Week; Book Week, Arts & Culture Week and Sports Week), to external trips to support and extend learning throughout our Domains.

Lowbrook Academy's intended, over-arching outcomes of the spending the pupil premium allocation are to ensure every child makes progress across each key stage and achieves to the best of their ability, and to ensure every child develops as a well-rounded and happy individual.

Our School Improvement Priorities are:

- To raise the attainment & progress in KS2 boys' achievement in reading
- To raise attainment & progress to improve KS2 boys' achievement in writing at the 'greater depth' standard
- To continue to raise attainment and improve pupil achievement, ensuring a wide curricular and extra-curricular experience at Lowbrook for disadvantaged children
- To raise attainment and improve pupil achievement for in-year transfer children by exit in Year 6
- To undertake a Curriculum Review of Science & Technology Domain, incorporating ever-changing technology and general STEM research and guidance
- To enhance the curriculum through consolidation of 'Philosophy for Children'
- To strive for outstanding teaching to ensure consistency, driving up attainment, progress and outcomes for learners
- To have exemplary procedures in place for behaviour, attitudes, personal development and welfare of pupils
- To continue to develop outstanding leadership throughout the Academy, ensuring continuous effective and sustainable succession planning through the development of future leaders in the school,
- To further develop and build positive communications and parent/carer engagement in the school
- To continue to develop the grounds, buildings and resources so we can effectively meet the needs of a growing school and technological society.

**Designated staff member responsible:** Miss Bianca Iasi

**Nominated Governor:** Mr James Spiteri

1. Summary information					
School	Lowbrook Academy				
Academic Year	2019-20	Total PP budget	£31,600	Date of most recent PP Review	Nov. 2019
Total number of pupils	330	Number of pupils eligible for PP	18	Date for next internal review of this strategy	Mar. 2020

2. A) Current attainment – KS2 SATS May 2019		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	100%	65%
% achieving higher standard in reading, writing & maths	0%	11%
% achieving expected standard or above in reading	100%	73%
% achieving higher standard in reading	50%	27%
% achieving expected standard or above in writing	100%	78%
% achieving higher standard in writing	0%	20%
% achieving expected standard or above in maths	100%	79%
% achieving higher standard in maths	100%	27%

2. B) Previous and current breakdown of Pupil Premium Attainment															
	2014-15			2015-16			2016-17			2017-18			2018-19		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
% of PPG pupils achieving <b>Level 4 in Maths</b>	100%	100%	N/A	100%	100%	100%	100%	100%	N/A	N/A	N/A	N/A	100%	100%	N/A
% of PPG pupils achieving <b>Level 4 in Writing</b>	100%	100%	N/A	100%	100%	100%	100%	100%	N/A	N/A	N/A	N/A	100%	100%	N/A
% of PPG pupils achieving <b>Level 4 in Reading</b>	100%	100%	N/A	100%	100%	100%	100%	100%	N/A	N/A	N/A	N/A	100%	100%	N/A
% of PPG pupils achieving <b>Level 5 in Maths</b>	100%	100%	N/A	100%	100%	100%	100%	100%	N/A	N/A	N/A	N/A	100%	100%	N/A
% of PPG pupils achieving <b>Level 5 in Writing</b>	100%	100%	N/A	0%	0%	0%	0%	0%	N/A	N/A	N/A	N/A	0%	0%	N/A
% of PPG pupils achieving <b>Level 5 in Reading</b>	50%	50%	N/A	0%	0%	0%	100%	100%	N/A	N/A	N/A	N/A	50%	50%	N/A
% of PPG pupils achieving <b>Level 6 in Maths</b>	0%	0%	N/A												
% of PPG pupils achieving <b>Level 6 in Writing</b>	0%	0%	N/A												
% of PPG pupils achieving <b>Level 6 in Reading</b>	0%	0%	N/A												

### 3. Barriers to future attainment (for pupils eligible for PP)

#### Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

<b>A.</b>	Language, communication skills and vocabulary - delayed speech and language skills, leading to slower reading and writing progress in subsequent years
<b>B.</b>	Below national average attainment on entry into Early Years Foundation Stage
<b>C.</b>	Emotional, social and behavioural difficulties
<b>D.</b>	Mental health and well-being concerns which impact on pupils (and parents/carers) ability to engage with learning
<b>E.</b>	Emotional resilience, greater confidence and independence
<b>F.</b>	Sustaining the breadth of provision with trained, skilled staff within the budget
<b>G.</b>	Encouraging sustained engagement of parents/carers to assist and support their children's learning

#### Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

<b>D.</b>	Lack of routine at home (punctuality, homework being undertaken, lack of reading at home)
<b>E.</b>	Lack of extra-curricular opportunities and enrichment experiences, e.g. trips, participation in physical activities, clubs, etc.
<b>F.</b>	Family difficulties (bereavement, family upheaval, separation of parents, financial difficulties)

<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be</i>		<b>Success criteria</b>
<b>A.</b>	High rates of achievement across KS1 and KS2 for all children eligible for PP, with particular emphasis on the 'Working Towards' and 'Expected' prior attainment group with the aspiration of a higher proportion achieving 'Greater Depth' by the end of Year 6.	All disadvantaged pupils, regardless of prior attainment make at least as much progress as their similar peers.
<b>B.</b>	Speech and language skills for pupils eligible for PP in EYFS through to Key Stage 2.	<p>Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet at least age-related expectations.</p> <p>PP pupils attain at their optimum level, with provision considered individually to enable them to make progress at least as well as their peers. The difference in progress between reading and writing is reduced.</p>
<b>C.</b>	For disadvantaged pupils' social and emotional needs to be met through ELSA and targeted pastoral care focussing on emotional and social skills, well-being, personal safety, confidence and resilience.	<p>Pupils have a 'Growth Mindset', greater resilience, independence and confidence to engage with learning opportunities that are both challenging and engaging, regardless of prior attainment.</p> <p>ELSA evaluations show improvement in targeted attitudes and behaviour. Pupils in receipt of ELSA and targeted pastoral care make good progress throughout the school, All PP pupils are fully engaged in learning through opportunities provided.</p>
<b>D.</b>	Improved parental engagement will facilitate better working partnerships with parents for better academic success and higher aspirations for pupils.	Parents actively engaged in their children's learning, promoting and encouraging high aspirations.
<b>E.</b>	Facilitate high quality extra-curricular activities/enrichment experiences for children which develop a wide variety of skills and improve self-esteem and self-confidence. This will increase the % of PP eligible pupils participating in extra-curricular activities and increase the variety of enrichment experiences / activities completed for families to access wider curriculum learning and bring the curriculum to life.	All PP eligible pupils will actively be involved in extra-curricular activities. There will be an increase in number of activities engaged in by PP eligible pupils.

5. Review of expenditure				
Previous Academic Year		2018-19	Total PP Grant: £26,650	
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Teaching staff received training on the delivery of outstanding lessons using principles of effective questioning (Blooms); review of Teaching & Learning	Staff to be trained on outstanding teaching in order that teaching and learning will continue to be at least good and largely outstanding.	Lesson observations and learning walks show that teaching is at least good and largely outstanding.  Staff triangulation folders reflect these high standards.	New teaching staff are supported by a rigorous programme of CPD, scrutiny and observations by SLT.  Similar school procedures will be continued next year to ensure high quality of teaching is maintained.	<b>£1,500</b>
Teaching staff undertook a full review of the Academy's Curriculum	Staff to provide a broad and balanced curriculum to all pupils with clear and explicit links between domains and evidenced progression of pupil skills and knowledge.  Gap analysis, latest research and best practice lead to updated long term overviews and progression matrices.	Long term overviews and progression matrices completed for all domains. Planning shows clear progression and lesson observations evidence pupils are being taught a range of skills in all domain areas.	A CPD timetable and additional INSET time facilitated the curriculum review.  Similar curriculum review procedures will be continued next year to ensure curriculum links are made through all domains and clear progression of skills are taught.	<b>£2,000</b>

<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>Small group interventions in writing, reading and maths in KS2.</p> <p>Small group interventions in writing, phonics and maths in KS1.</p>	<p>To offer individualised support at all levels: Small group work to extend children's writing, reading and maths skills, and develop 'mastery' across core subjects.</p> <p>Research shows that small group tuition impacts positively on learning.</p> <p>Pupils are identified at pupil progress meetings and through in year assessment.</p> <p>To raise the attainment &amp; progress in in reading, writing and maths at Greater Depth.</p>	<p>Impact measured through ongoing teacher assessment and through national testing.</p> <p><u>Results at end of KS1</u></p> <p>Reading: 98% expected (75% national) 55% greater depth (25% national)</p> <p>Writing: 93% expected (69% national) 50% greater depth (15% national)</p> <p>Maths: 95% expected (76% national) 52% greater depth (22% national)</p> <p><u>Results at end of KS2</u></p> <p>Reading: 97% expected (78% national) 63% greater depth (27% national)</p> <p>Writing: 100% expected (78% national) 63% greater depth (20% national)</p> <p>Maths: 100% expected (79% national) 83% greater depth (27% national)</p> <p>53% of pupils' attainment was high across reading, writing and maths combined as compared to 11% nationally.</p> <p>KS1 and KS2 PP pupils achieved at least expected across all subjects.</p>	<p>Continue with this approach.</p> <p>Pupil Premium Manager to continue to monitor progress of children and coordinate adaptations where necessary.</p>	<b>£4,000</b>
<p>Renewal and continued implementation of new Rapid Reading intervention</p>	<p>To increase rates of progress for disadvantaged pupils in reading across KS2.</p> <p>To raise attainment of reading in KS1 and KS2.</p>	<p>Increased attainment in reading. Increase in self-confidence when tackling reading activities.</p> <p><u>Results at end of KS1</u></p> <p>Reading: 98% expected (75% national) 55% greater depth (25% national)</p> <p><u>Results at end of KS2</u></p> <p>Reading: 97% expected (78% national) 63% greater depth (27% national)</p>	<p>Continue with this approach.</p> <p>Pupil Premium Manager to monitor closely the impact of the strategy and make amendments where necessary.</p> <p>Pupil Premium Manager to audit texts used and ensure there are ample texts aimed at boys.</p>	<b>£400</b>

Teacher:Pupil Feedback Sessions	To offer extra feedback to support pupil premium eligible students to raise attainment levels: Regular one to one daily feedback sessions to discuss the morning's work and any issues that require attention.  Feedback studies show high effects on learning (EEF Teaching & Learning Toolkit)	Developed oracy skills and self-evaluation through children being given the opportunity to act on feedback and improve work.  Increased attainment in writing, reading and maths.  See results on previous page.	Continue with this approach.  Pupil Premium Manager to continue to monitor progress of children and coordinate adaptations where necessary.  Deliver effective feedback training to new staff.	<b>£4,000</b>
Annual purchase and continued implementation of My Maths	To increase rates of progress for disadvantaged pupils in maths across KS1 and KS2.	Increased attainment in maths. Increased self-confidence when tackling maths problems and reasoning.  <u>Results at end of KS1</u> Maths: 95% expected (76% national) 52% greater depth (22% national) <u>Results at end of KS2</u> Maths: 100% expected (79% national) 83% greater depth (27% national)	Continue with this approach.  Pupil Premium Manager to monitor closely the impact of the strategy and make amendments where necessary.	<b>£350</b>
Continued implementation and training on Spelling Made Easy Spelling Intervention	To increase rates of progress for disadvantaged pupils in spelling across KS1 and KS2.	Increased attainment in SPAG/Writing. Increased self-confidence when tackling extended pieces of writing.  <u>Results at end of KS1</u> Writing: 93% expected (69% national) 50% greater depth (15% national) <u>Results at end of KS2</u> Writing: 100% expected (78% national) 63% greater depth (20% national) SPAG: 100% expected 87% greater depth	Programme was effective. Continue with this approach.	<b>£500</b>
Continued implementation and training on On Track Maths Intervention	To increase rates of progress for disadvantaged pupils in maths across KS1 and KS2.	Increased attainment in maths. Increased self-confidence when tackling maths problems and reasoning.  <u>Results at end of KS1</u> Maths: 95% expected (76% national) 52% greater depth (22% national) <u>Results at end of KS2</u> Maths: 100% expected (79% national) 83% greater depth (27% national)	Programme was effective. Continue with this approach.	<b>£100</b>



Purchase of Private Speech and Language Package for previously looked after child with speech sound and vocabulary difficulties	To support children with difficulties with speech to further help them access the curriculum and articulate themselves proficiently.	Strategies and resources provided to class teachers, TAs, parents. 1:1 sessions with pupils. By aiding with speech and vocabulary difficulties children are able to better access their learning and articulate needs and wants, enabling better choices in behaviour.  Pupil Premium child in Year 1 achieved her phonics pass mark.	Continue with this approach.  Future sessions will focus on acquiring new vocabulary to ensure reading and writing progresses at a faster pace to ensure gap between PP child and peers does not continue to grow.	<b>£800</b>
<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Extending School Hours: Year 5 & 6	To extend school hours: Programme of revision for SATs.	Increased attainment in KS2 English and Maths.	Continue with this approach.	<b>£100</b>
Extending School Hours: One to one tuition	To offer individualised support at all levels: Targeted support to be provided for children to address misconceptions, gaps and weaknesses.  Research shows that small group tuition impacts positively on learning.  Pupils are identified at pupil progress meetings and through in year assessment.	Increased confidence through discussion and increased attainment in English and Maths.  Impact is measured through ongoing teacher assessment and through national testing.  See end of year attainment on previous page.	Impact of 1:1 teaching is a highly successful approach and this will be continued next year.	<b>£7,000</b>
Extending School Hours: Prep / Homework Club	To extend learning time: Daily homework sessions to support children in building on work completed in class .	Homework completed regularly.  Children to meet targets and increased attainment.  There are positive benefits to children being supported in doing homework.  The impact of this can be seen in improvement in attitude to learning. This activity also prepares children for their move to secondary school where completion of homework has a significant impact on outcomes.	Continue with this approach.	<b>£700</b>

Enrichment Activities: Residential trip school subsidy	To extend school hours and build belief: Children to be offered residential place in multi-activity centre.	Increased self-confidence, greater independence, better team-working, collaborative skills.  Engage pupils in their learning.  Build relationships.  Development of confidence and resilience as well as widening understanding of the world.	The continuous provision of enrichment activities increased the confidence of pupils, especially those with low confidence and self-esteem. This provision will continue in the next academic year.	<b>£580</b>
Enrichment Activities: Social and sports development activities	To extend school hours and build belief: Children to be offered places at clubs run by external agencies after school.	Increased social interaction and confidence and an understanding of importance of teamwork and sportsmanship.	Review club choices and target children who have not attended.	<b>£600</b>
Enrichment Activities: School trips subsidy	To enhance the curriculum, ensure the children are able to participate and give the children the opportunity to experience new and exciting activities.	Increased subject knowledge and retention in curriculum areas and improved attitude to learning.  Engage pupils in their learning.  Build relationships.		<b>£700</b>
Pastoral, social and emotional well-being: Participation in music tuition	To provide equality of opportunity and improved individual pupil engagement in school life.  To receive high quality music teaching and instrument tuition and to foster a love of the arts.	Equality of opportunity to make a difference to self-esteem and transfer to increased participation and consequently attainment in academic lessons.  Research shows that engagement in musical activities greatly enhances academic performance and engagement in learning.		<b>£400</b>
Pastoral, social and emotional well-being: Participation in language tuition	To give pupils the opportunity to receive high quality MFL teaching and to prepare them for the future world.  Modern Foreign Language (MFL French) delivered by a qualified French Teacher.	Equality of opportunity to make a difference to self-esteem and transfer to increased participation and consequently attainment in academic lessons.  To aid the development of children's social skills, self-confidence and broaden horizons which encourage positive attitudes to people of other cultures.		<b>£1,500</b>
Pastoral, social and emotional well-being: Purchase of school uniform	To remove barriers associated with cost of school uniform	To instil pride and belonging and facilitate inclusivity.	Continue with this approach.  Share regularly and sensitively this offer to parents/carers.	<b>£300</b>

Pastoral, social and emotional well-being: ELSA Support / Pastoral Care Advisor	To ensure vulnerable children and those experiencing social & emotional issues are well supported.	Increased self-confidence and better attendance. - Development of self-esteem and positive interactions with others.	Strategy has had identifiable and valuable impact on attitudes to learning and social relationships in school (EEF Teaching and Learning Toolkit).	<b>£1,300</b>
Pastoral, social and emotional well-being: Breakfast Club & After School Club	To support families that struggle to get children to school on time and ready to learn. To extend school hours and build belief. To overcome barriers, improve attendance and punctuality.	Places provided in Breakfast Club enable children take part in a range of enrichment activities. Attendance at breakfast club: - enables and increases learning by ensuring that children are fed a nutritional breakfast and that they have a positive start to the day; - supports social development. The impact is measured through attendance data and through attainment.	Continue with this approach.  Share regularly and sensitively this offer to parents/carers.	<b>£50</b>
<b>TOTAL SPEND</b>				<b>£26,880</b>

<b>6. Planned expenditure</b>					
<b>Academic year</b>	<b>2019-20</b>				
<b>Expected PP Grant: £31,600</b>					
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
<b>i. Quality of teaching for all</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Audit to identify gaps in provision for learning. With a focus on language and phonic development. Support for targeted pupils with low level of skills on arrival to EYFS.	To provide improvements in the EYFS indoor and outdoor areas; enhanced opportunities for vocabulary and phonic development, and additional support staff in EYFS.	To identify gaps between targeted groups of pupils (PP/non-PP, SEN, EAL, girls/boys, summer born) and create new opportunities for learning.  To model good spoken English and grammatical structures through quality first teaching.	Learning walks and lesson observations will ensure indoor and outdoor areas are equipped with appropriate learning resources to facilitate the development of language skills. Evaluation of pupils' progress in all areas of development	EYFS Lead  EYFS Teachers and TAs  SLT	Termly reviews of learning environment.  Review of data from Pupil Progress Meetings.

<p>Teaching staff to continue to receive training on the delivery of outstanding lessons using principles of effective questioning (Blooms).</p>	<p>To ensure teaching and learning across the school continues to be at least good and largely outstanding. This will result in high rates of achievement across KS1 and KS2 for all children eligible for PP, with particular emphasis on the 'Working Towards' and 'Expected' prior attainment group with the aspiration of a higher proportion achieving 'Greater Depth' by the end of Year 6.</p>	<p>Quality first teaching has the greatest impact on pupil progress (EEF). It is important to offer personalised support for children where class teachers work with pupils on individual targets, next steps and how to meet them.</p>	<p>New teaching staff are supported by a rigorous programme of CPD, scrutiny and observations by SLT.</p> <p>Lesson observations and learning walks show that teaching is at least good and largely outstanding.</p> <p>Staff triangulation folders reflect these high standards.</p>	<p>SLT  Pupil Premium Manager</p>	<p>Termly</p>
<p>Continued review of the Academy's Curriculum</p>	<p>Staff to provide a broad and balanced curriculum to all pupils with clear and explicit links between domains and evidenced progression of pupil skills and knowledge.</p> <p>Gap analysis, latest research and best practice lead to updated long term overviews and progression matrices.</p>	<p>Long term overviews and progression matrices will ensure that children are being taught skills progressively through year groups and across all domains.</p> <p>A broad and balanced curriculum to be taught across all year groups in line with the principles of the Cambridge Primary Review and encompassing skills from the National Curriculum.</p>	<p>A CPD timetable will facilitate the curriculum review.</p>	<p>Curriculum map leader  SLT</p>	
<b>Total budgeted cost</b>					<b>£8,000</b>

## ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Staffing and resources for 'catch up' interventions funded by the PP.</p> <p>Identified children will receive extra daily reading.</p> <p>KS2 small group interventions in writing, reading and maths; KS1 small group interventions in writing, phonics and maths.</p> <p>Intervention resources to be renewed &amp; training to be provided for Rapid Reading subscription, MyMaths, Spelling Made Easy &amp; On Track Maths.</p>	<p>High rates of achievement across KS1 and KS2 for all children eligible for PP, with particular emphasis on the 'Working Towards' and 'Expected' prior attainment group with the aspiration of a higher proportion achieving 'Greater Depth' by the end of Year 6. High rates of achievement across KS1 and KS2 for all children eligible for PP, with particular emphasis on the 'Working Towards' and 'Expected' prior attainment group with the aspiration of a higher proportion achieving 'Greater Depth' by the end of Year 6.</p>	<p>Areas of difficulty can be addressed and quickly recapped. Assessment outcomes will be accurate and any 'gaps' in learning swiftly addressed</p>	<p>Provision of targeted interventions evidenced through provision maps and intervention monitoring forms.</p> <p>Regular review of support against progress and attainment.</p>	<p>Inclusion Manager</p> <p>SENCO</p> <p>Lead TA</p>	<p>September 2020</p>

Purchase of Private Speech and Language Package for previously looked after child with speech sound and vocabulary difficulties	To support children with difficulties with speech to further help them access the curriculum and articulate themselves proficiently.	By aiding with speech and vocabulary difficulties children are able to better access their learning and articulate needs and wants, enabling better choices in behaviour.  Pupil Premium child in Year 1 achieved her phonics pass mark last academic year. Future sessions will focus on acquiring new vocabulary to ensure reading and writing progresses at a faster pace to ensure gap between PP child and peers does not continue to grow.	A programme of support will be closely monitored by the class teacher and pupil progress reported at regular pupil progress meetings.  Targets will be reviewed termly on child's Pupil Passport.	SENCO  SLT  Year 2 Teacher	6-weekly
Staffing and resources for 'Teacher:Pupil Feedback sessions'.	To offer extra feedback to support pupil premium eligible students to raise attainment levels: Regular one to one daily feedback sessions to discuss the morning's work and any issues that require attention.	Feedback studies show high effects on learning (EEF Teaching & Learning Toolkit)	Provision evidenced through provision maps and monitoring forms.  Regular review of support against progress and attainment.	PP Manager  Lead TA	
<b>Total budgeted cost</b>					<b>£14,000</b>
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Extending School Hours	To offer Year 6 Study Support to include morning booster sessions & 1:1 tuition, resulting in high rates of achievement across KS1 and KS2 for all children eligible for PP.	Research shows that small group tuition learning impacts positively on learning with a (EEF Teaching & Learning Toolkit) with pupils making up to an additional 4 months'	HLTA and Year 6 teachers to plan a series of Booster and 1:1 sessions linked to Year 6 Maths & Literacy Curriculum.	KS2 Leader	Annually – October 2020

	To offer pupils in receipt of PP premium and other pupils at risk access to Prep Club	There are positive benefits to children being supported in doing homework ensuing in an improvement in attitude to learning.	PP Manager will monitor PP pupils attendance at Prep Club	PP Leader Wrap Around Care Staff	Termly
Enrichment Activities: All children in the school are entitled to experience a range high quality experiences both within and beyond the school day.	To offer a wide range of targeted curriculum enrichment and enhancement activities including Theme Weeks and class trips to ensure all PP children have equal access to enrichment opportunities during and after school.	The EEF Sutton Trust toolkit identifies positive gains in progress for Arts participation (+2), outdoor learning (+4), and sports participation as having positive effects on pupil outcomes. In pupil and parent questionnaires feedback is overwhelmingly positive about the quality of trip provision. The quality of children's writing greatly improved after educational visits.	Curriculum map drawn up to include a range of educational trips and in-school visitors. All children included for trips. Curriculum Manager to monitor quality of trips. Scrutiny of work following trips. Feedback from children and teachers.  Record kept of children's attendance on trips.	Curriculum Map Leader	Annually – October 2020
	Wide range of after school clubs available for pupils, run by both external coaches and school staff, to ensure all PP children have equal access to enrichment opportunities during and after school.	Pupils who take part in a wide range of enrichment activities growing in confidence which is reflected in lessons and in a large number of performances/sporting events when they represent the school.	P&E Health Lead will ensure even coverage of range of sports and activities offered across KS1 and KS2.  Record kept of children's attendance to clubs.	P&E Health Lead	Termly
	Children in Year 6 in receipt of PP to be offered a residential place in multi-activity centre to ensure all PP children have equal access to enrichment opportunities outside school.	By facilitating their attendance on the Year 6 residential trip, pupils will gain increased confidence, greater independence, better team-working and collaborative skills.	PP Manager will meet with PP families to discuss financial support if required.	PP Manager  School Business Manager	Annually – May 2020

Pastoral, social and emotional well-being support and activities	To ensure pupils in receipt of PP funding receive high quality music teaching and instrument tuition to foster a love of the arts and in turn provide equality of opportunity and improved individual pupil engagement in school life.	<p>Equality of opportunity to make a difference to self-esteem and transfer to increased participation and consequently attainment in academic lessons.</p> <p>Research shows that engagement in musical activities greatly enhances academic performance and engagement in learning.</p>	Record kept of children's attendance to music / instrument tuition.	PP Manager  School Business Manager	Termly
	To ensure pupils in receipt of PP funding receive high quality MFL teaching to prepare them for the future world, and in turn provide equality of opportunity and improved individual pupil engagement in school life.	<p>Equality of opportunity to make a difference to self-esteem and transfer to increased participation and consequently attainment in academic lessons.</p> <p>By aiming to develop children's social skills, self-confidence and broaden horizons, it is expected that it will encourage positive attitudes to people of other cultures and backgrounds.</p> <p>Building relationships will enable the development of confidence and resilience as well as a widened understanding of the world.</p>	Record kept of children's attendance to MFL lessons.	PP Manager  School Business Manager	Termly
	To contribute towards uniform cost of pupils in receipt of PP funding, and remove barriers associated with the cost of school uniform.	By instilling a sense of pride and belonging in pupils, it is hoped that they feel a sense of inclusivity.	PP Manager will meet with PP families to discuss this offer sensitively.  Record kept of costs incurred.	PP Manager	Termly.
	To ensure vulnerable children and those experiencing social and emotional issues are well supported through ELSA groups.	Increased self-confidence and better attendance. · Development of self-esteem and positive interactions with others.	Provision evidenced through provision maps and monitoring forms.	Inclusion Manager  ELSA Assistant	Termly



	To support families that struggle to get children to school on time and ready to learn by offering financial help for Breakfast Club & After School Club. To extend school hours and build belief. To overcome barriers, improve attendance and punctuality.	Places provided in Breakfast Club enable children take part in a range of enrichment activities. Attendance at breakfast club: - enables and increases learning by ensuring that children are fed a nutritional breakfast and that they have a positive start to the	PP Manager will monitor PP pupils attendance at Breakfast Club and After School Club.	PP Manager	Termly
<b>Total budgeted cost</b>					<b>£10,000</b>