Whitehouse Primary School Pupil Premium Strategy

Proposed Strategy for 2020-2021
Review of Strategy for 2019-2020

We believe that all disadvantaged pupils should thrive and flourish within our schools. High expectations and high quality teaching and learning opportunities are a right of all our pupils of all abilities, and we can utilise pupil premium funding effectively to ensure our pupil's needs are met and they make accelerated progress. We value the importance of understanding the vulnerability amongst some of our pupils, focusing on the development of the whole child when planning both whole school and personalised provision which widens their experiences.

Our School Ethos for Pupil Premium

Promoting and ensuring that every child reaches their full potential is paramount at Whitehouse Primary School.

This encompasses social, moral, spiritual and cultural growth and we believe maintaining an environment in which every member of the school is able to achieve success and fulfilment.

High expectations and consistency of progress and achievement for all pupils is embedded throughout our school, irrespective of gender, race, culture or socio-economic background, and this is enhanced further by ensuring Pupil Premium is used to maximum effect.

Our School Approach for Pupil Premium

At Whitehouse Primary School we endeavour to ensure any child who meets the criteria for the pupil premium funding allocated to the school is given targeted and strategic support to learn as effectively as possible.

As our school grows, our approach will evolve and adapt over time to reflect the effectiveness of the funding allocation and the profile of each cohort. Research by NFER, DFE and Sutton Trust/EEF Teaching and Learning Toolkit has informed our approach.

Research undertaken by NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment. Our strategy is based on these "building blocks for success"

- Whole-school ethos of attainment for all
- Addressing behaviour and attendance
- High-quality teaching for all
- Meeting individual learning needs
- Deploying staff effectively

In light of the June 2019 update from the DFE on the website information regarding Pupil Premium Funding and Accountability for Schools, IFTL schools have started to consider a multi-year strategy covering a three- year period with light touch annual reviews resulting in a comprehensive review every three years in order to embed consistency and align this with the wider school improvement strategy.

Strategic Vision: Long Term Desired Outcomes	
Three-year Outcomes: 1) Children with SEMH needs make good or better rates of progress and this impacts on attainment for these pupils. SEMH provision meets the needs of these pupils. Children are able to engage with learning. Outdoor area to be developed to support the needs of SEMH and disadvantaged pupils. 2) Implementation of 'the write stuff' across the school to improve writing outcomes. All children to make improved rates of progress and attainment reaching expectations in writing. 3) Implementation of 'headstart' and 'reading for pleasure' across the school to improve reading outcomes. All children to make improved rates of progress and attainment reaching expectations in reading. 4) To improve the number of children reaching 'greater depth' standard in reading, writing and maths. Most able pupils to be differentiated for using 'deepen the moment' and 'dive deeper' challenges to enable them to achieve their full potential. 5) To implement the most able programme across the school to inspire and challenge children to achieve higher in a range of subjects.	**Link to SDP:** KP1 – Effectiveness of leadership and management KP2 – Improving reading and writing outcomes KP3 – Inclusion
Impact Towards Long Term Outcomes 2019-2020 1) Outdoor area has been designed by PP pupils to support the needs of SEMH and disadvantaged pupils. This has been dug out and prepped. Work still to be done. Impacted by Covid-19 school closures. 2) Implementation of 'the write stuff' across the school has improved writing outcomes. More staff have been trained. New staff in September and remaining staff will need to complete write stuff training.	

	Reading	Writing
Summer term 2019	8/12 at ARE	5/12 at ARE
Summer term 2020	15/18 at ARE	15/18 at ARE

3) Implementation of the reading scheme has made improvements to pupils reading outcomes (see table above). Covid-19 school closures has hindered the embedding of this and we will be continuing to embed this next year.
4) The number of PP children achieving GD has risen. We will continue to target our PP greater depth students.

	Reading	Writing	Maths
Number of children at GD summer term 2019	1/12	1/12	4/13
Number of children at GD summer term 2020	5/18	3/18	2/18

5) The most able programme has had to be postponed as a result of school closures due to COVID-19. This will be done at a later date.

Impact Towards Long Term Outcomes 2020-2021

Impact Towards Long Term Outcomes 2021-2022

Pupil premium strategy 2020-21

1. Summary information

Academic Year	2020/21	Total PP budget	£57,145	Date of most recent external PP Review	21 September 2017 Ofsted – June 2019
Total number of pupils * (R-6)	415 updated *20/11/20	Number of pupils eligible for PP	41 (9.87%) updated *20/11/20	Date for next internal review of this strategy	February 2021

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	Pupils with English as an additional language require individualised targeted support to break down language barriers to achieve their potential.
B.	Capacity to ensure highly individualised targeted support for those children with significant SEND needs and disadvantage.
C.	High inward mobility - leads to gaps in learning, impact on consistency and causes instability
D.	Levels of resilience, low self-esteem and high levels of social emotional support required Children with SEMH needs make good or better rates of progress and this impacts on attainment for these pupils. SEMH provision meets the needs of these pupils.

External barriers

E.	Lack of wider experiences in terms of vocabulary development eg. access to reading books, visits to places of cultural interest, sporting activities that impact on gross and fine motor skills for writing.
F.	Significant issues in the family home and lack of parental involvement resulting, for some children in limited support for education and significant emotional issues impacting on educational attainment.

G.	A capacity to afford comfortable, well fitted uniform.

3. Desired outcomes (and how they will be measured)

	Desired outcomes	*Success criteria*
A.	Termly targets set for pupils with EAL collaboratively with parents and teachers to support the pupil. Where appropriate speech and Language Therapy, contributing to children's progress in these and other affected areas of the curriculum. ELKLAN programme to be implemented for these pupils. Access to talk boost in KS1 to support language development. Targeted individualised language support.	Pupils receive immediate intervention to fill any gaps in learning. EAL profiles collaboratively produced with parents to target specific areas in literacy development termly. Effective delivery of Talk Boost provision in KS1. Staff training which enhances skilled delivery of SALT support. ELKLAN training and delivery of the programme to pupils with complex language difficulties where appropriate. For all of our Pupil Premium children to be supported emotionally when they need it through learning mentor and class teacher.
B.	A diminished difference in rates of progress for those children who are PP and SEND. (Termly pupil progress meetings evidence accelerated progress and narrowing of attainment gap) Termly SEND plan meetings for all SEND pupils including those who are PP collaboratively completed with parents to support the pupil effectively. Continued CPD for teachers in quality first teaching strategies to promote differentiation in the classroom thus leading to improved rates of progress. Cognitive assessments to support identification of need and support to identify areas to target intervention for specific needs of PP/SEND children.	Pupils to make at least as much progress as all children nationally. Ambitious PP /SEND targeting seeking to diminish the matched and non-matched progress difference in Reading, Writing and Maths (whilst contextualising these children). Evidence of successful Reading, Writing and Maths interventions demonstrating clearly impact on progress to ensure every effort to diminish the difference in progress has been made. Improvements in Quality-First Teaching to enhance the opportunities and experiences for all, in addition to PP /SEND Pupils. - Continued implementation of RWI scheme for spelling. - Implementation of the talk boost programme in KS1.

		- Use of SNAP to identify SPLD support and behaviour support where appropriate. Use to identify appropriate strategies. - Use of Sandwell Numeracy and YARC assessments to identify specific areas to support. Use to identify appropriate strategies.
C.	Improved outcomes for new pupils entering the school (Accelerated progress from baselines for all new pupils) Develop growth mindsets in pupils eligible for PP which will improve levels of resilience, self-esteem, determination and independence. Develop wellbeing throughout the school to improve the wellbeing of those pupils who are eligible for PP. *(Pupil voice evidencing that children feel better, are able to cope. Increased confidence and resilience witnessed by staff. Fewer incidents recorded in behaviour/pupil file)*	Pupils receive immediate intervention to fill any gaps in learning. Smooth transition and clear communication ensures pupils settle and are working effectively and in line with other pupils immediately. The resilience, self-esteem, determination and growth mindsets of pupils eligible for PP in learning situations will be improved. Attainment and progress for these (and other) pupils is improved. Continued development of the climbing confidence group for PP pupils through learning mentor group. Continued development of eco warriors group and woodland warriors group to support PP pupils. To develop a range of interventions that are individualised for the needs of pupils including those eligible for PP to develop levels of resilience, self-esteem, determination and independence. Monitoring intervention groups to ensure they are successful. Continued development of the wellbeing buddies and play buddies.
D.	Children with SEMH needs make good or better rates of progress and this impacts on attainment for these pupils.	Enhancement of school physical provision for children with SEMH

	SEMH provision meets the needs of these pupils. Children are able to engage with learning.	Development of the SPOT room, and provision during playtimes and lunchtimes. Feedback reports impact of this space for children who access them. Development of SPOT light, Teeny SPOT and woodland warrior outdoor area. Impact of calm start, 3 o clock club, and mindfulness activities can be seen in readiness to learn. Evidence of successful interventions demonstrating clear impact on progress and attainment. Improvements and intervention in the support of Quality-First Teaching to enhance the opportunities and experiences for all, in addition to PP/SEMH Pupils. Staff training enables staff to identify need and target support early for pupils with SEMH. School wide approach to supporting children with SEMH impacts positively for all pupils including those with PP. Referrals to outside agencies result in positive support and progress for pupils with SEMH. Partnership working with external agencies allows access to services for more families. All PP children to self-refer to a SPOT provision.
E.	Varied and enriching opportunities offered to all PP children who may be disadvantaged in a range of spiritual, moral, social and cultural opportunities.	Excellent awareness and knowledge of each PP child through relationships built with staff, allowing targeted support for each child. Analysis of and impact upon individual pupil experiences in and outside of school through discounted and free-of charge provisions offered to enrich personal life experiences. Support for some families to attend holiday clubs to ensure ongoing contact with school during the school holidays. PP students able to access musical instrument enrichment lessons.

		Most able PP pupils to participate in the most able projects and other opportunities to extend their learning resulting in more children attaining greater depth standard. Pupils supported to attend enrichment trips as part of their learning topics.
F.	Greater involvement with families and school to support the social and emotional wellbeing of the pupils. "Hard to reach" families attend school events and feel more engaged in school life and their child's education. Vulnerable families feel supported. Support for families moving to our new community.	Reduce number of absences, increased confidence of pupils to participate in whole class activities and extra-curricular provision. Effective delivery of a range of events which invite parents/carers in to school Engagement with Home learning and reading at home increases for these children. Effective TAF meetings where the school is an active participant. Effective liaison with external agencies which allow families to develop, and children to be more settled and ready to learn. Stability and support for families leads to increased pupil well-being and therefore improved outcomes. Effective delivery of a range of events which invite parents/carers in to school Engagement with Home learning and reading at home increases for these children.
G	The option to have financial support for uniform e.g. School Shoes/uniform will significantly contribute to the welfare and comfort of some of our pupils.	Positive impact on self-esteem and welfare of pupils

4. Pupil Premium proposed expenditure for 2020 to 2021

A proposed expenditure has been planned based on the pupil premium income for 2020 to 2021 which is a total of £48075

Every child identified in our school with an entitlement to Pupil Premium funding is unique. This means we have carried out needs analysis for each individual child to ensure that the provision we put in place, using Pupil Premium funding, is targeted to ensure we are supporting each one of them in a way that suits them best.

In our school many systems are in place to support children from all groups of learners to make progress. Pupil Premium funding allows us to enhance this provision. Our Pupil Progress meeting allow us to discuss children's progress in detail and ensure provision is matched to their individual needs. These discussions focus on academic and pastoral issues. Our assessment, tracking and monitoring systems allow us to identify any child, or groups of children not making sufficient progress, and then systems ensure that additional intervention or support is put in place to accelerate progress.

Building Blocks for Success	What this means…
Whole-school ethos of attainment for all	Whitehouse Primary has an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.
High-quality teaching for all – a focus on the classroom before bolt on strategies	Whitehouse Primary emphasises 'quality first teaching' and provides consistently high standards by setting expectations, monitoring performance and sharing best practice.
Meeting individual learning needs	Teachers identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Whitehouse Primary provides individual support for specific learning needs and group support for pupils with similar needs.
Addressing behaviour and attendance	Whitehouse Primary ensures effective behaviour strategies are in place, responds quickly to poor attendance and provides strong social and emotional support, including through working with families.
Data-driven and responding to evidence	Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. Daily formative assessment provides clear feedback for pupils. Whitehouse Primary uses evidence to make decisions about its support strategies.
Deploying staff effectively – developing skills and roles	Whitehouse Primary devolves responsibility to frontline staff, uses its best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.

Clear responsive leadership	The Senior leadership team set ever higher aspirations and lead by example. They hold all staff responsible for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.

Planned expenditure:

Academic Year : 2020-21

I Quality of teaching for all:

Desired outcome	Chosen Action/Approach	What is the evidence and rationale for this choice? Links to Building Blocks to Success	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?	Costing
A,B,C,D	**Quality First Teaching Training and Resourcing**	Providing resources to support Quality First Teaching which will impact on the attainment and progress of all groups of children. Providing high-quality CPD and support from Maths Mastery Specialist teacher and subject leads to impact on all pupils. High quality feedback for Pupil Premium pupils at all times. Continued talk boost lessons for language support and reading in KS1. Continuing establishing Whitehouse Phonics programme for spelling support and phonics learning across KS1 and early years.	- Assessment of interventions - Assessment of maths mastery through termly assessments - Staff training of maths mastery, phonics, write stuff and reading programme. Provide CPD for leaders and staff delivering programmes. CPD for all staff where appropriate. - Purchase of the resources needed for the interventions to be successful. - Lesson observations.	SLT/SN/ subject leads	- Analysis of pupil progress. -Lesson observations -Ongoing analysis of staff INSET/CPD.	CPD – £4000 Write stuff resources - £500 Phonics additional teaching (including additional support staff) - £9400 Additional maths group teaching (including additional

		Continue establishing the 'write stuff' across the school to improve writing outcomes for pupils. Including delivering training to new staff members as school increases by 5 more classes. Reading lead to continue to establish new reading programme. **_Building Blocks for Success: attainment for all, high quality teaching for all, meeting individual learning needs, data-driven and responding to evidence, effective deployment of staff_**	- Intervention observations.			support staff) - £10600
A,B,C,D, E	**Diminishing the Gap in attainment and progress due to high mobility into school**	- All staff to receive 'write stuff' training through writing lead. -All staff to receive CPD focusing on reading through the reading lead. All staff to receive support on the delivery of maths Mastery by Trust SLE for maths. -Phonics training and support for all teachers- phonics groups across school. - Small group intervention with class teacher or teaching assistant with identified pupils who need further support.	-Due to high mobility into school, pupils have all had very varied experiences of maths mastery, writing, reading and phonics. Pupils have also arrived at different times in the school year which has resulted in gaps in their learning. Cornerstones assessment to identify pupils starting points and gaps in learning. -Staff will be trained in whole school initiatives	SLT	Termly and half termly data collection points and pupil progress meetings	Costed as before £100 – cornerstones assessment

		- Clear curriculum map that helps to prevent cumulative dysfluency. - Assessment on entry to identify any gaps pupils start with using cornerstones assessment. Whitehouse School has a high inward mobility and children have a variety of starting points. ***Building Blocks for Success: attainment for all, high quality teaching for all, meeting individual learning needs, data-driven and responding to evidence, effective deployment of staff***	such as write stuff, reading and phonics school programmes. This will be vigorously monitored though observations, book scrutinies, learning walks by SLT and subject leads.			

£24600

Desired outcome	Chosen Action/Approach	What is the evidence and rationale for this choice? Links to Building Blocks to Success	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?	Costing
A,B,C,D,E	**Targeted booster and intervention sessions**	Responsive booster and intervention to boost academic attainment and progress. A diminishing difference in core subjects between pupil-premium and non-pupil premium children. Targeted support to ensure the accelerated rate of progress for	- Assessment of interventions. - Provide CPD for leaders and staff delivering programmes. - Lesson observations of these interventions. - Provision mapping of interventions with phase	SLT	- Termly cornerstones assessment - After intervention cycle assessment to take place and	Academic intervention additional staff– Part funded between SEND and PP - £9761

		this group of children with basic mathematics and literacy skills. High-quality intervention offered by qualified teachers, trained HLTAs, TAs and teachers. SEMH support through a variety of quality personalised interventions such as 3 o clock club, calm start, engagement in writing, eco warriors, woodland warriors and lunchtime provision. Identification of cognitive difficulties using York Assessment of Reading for Comprehension (YARC) and Sandwell Numeracy Test to identify specific learning needs and plan targeted support for the pupil to close the gap. *Building Blocks for Success: meeting individual learning needs, data-driven and responding to evidence, effective deployment of staff*	leaders. Rigorous monitoring of provision and the impact on pupils. -Head of Pupil Support to use cognitive assessment on PP pupils where there is identified needs to help identify the areas of difficulty and plan specific support to address the need of the pupil.		progress monitored. -Observations of intervention sessions. - Analysis of pupil progress.	SPOT SEMH PP interventions (part funded)- £7000 SELF referral (adult to be available- part funded through PP) - £12,400 Cognition and learning assessments - £700
A,B,C, D,E	**1-1 mentoring and group interventions. Development of SPOT, SPOTlight and outdoor area.**	Supporting Pupil Premium children who have social and emotional needs through 1-1 and group mentoring sessions. To develop the children's social and emotional skills through SPOT with trained learning mentor.	- Assessment of pupil progress in interventions - Observations of groups and assessment of all interventions -Timetable the learning mentor and HLTAs effectively	BG/LW	- Assessments of individuals within interventions after intervention cycle and	Cost of resourcing spot rooms- £250

		SEMH support through a variety of quality personalised interventions such as 3 o clock club, calm start, engagement in writing, eco warriors, woodland warriors and lunchtime provision. Outdoor area to be used for emotional support interventions. Outdoor area will need refurbishing. - A growing body of evidence suggests that outdoor learning can boost children's welfare and their performance at school. Research suggests that spending time interacting with nature can reduce stress among young people, and boost their creativity and problem-solving skills. A 2004 study indicated that students taking a part in an environment-based education programme reported increased levels of motivation. ***Building Blocks for Success: meeting individual learning needs, addressing behaviour and attendance***			termly assessments -observations of interventions - Analysis of pupil progress.	Cost of outdoor provision - £980

Desired outcome	Chosen Action/Approach	What is the evidence and rationale for this choice? Links to Building Blocks to Success	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?	
A,B,C	**Talk Boost Training and Intervention**	Targeted and evidence-based intervention programme, which supports language delayed children in reception and KS1 to make progress with their language and communication skills. Intervention is followed up with whole class sessions run by the teacher. 2 x TA's are trained in the intervention to enable the intervention to be delivered effectively. ***Building Blocks for Success: attainment for all, high quality teaching for all, meeting individual learning needs, data-driven and responding to evidence, effective deployment of staff***	- Closely assess pupils before and after intervention - Observations of groups and assessment of all interventions -Timetable the HLTAs effectively -Staff to implement follow up session within the classroom	LW/TAs/All staff	- Assessments of individuals within interventions after intervention cycle and termly assessments -observations of interventions - Analysis of pupil progress - Termly review through pupil progress meetings.	Talk boost intervention cost – As before
						£31,091

Desired outcome	**Chosen Action/Approach**	**What is the evidence and rationale for this choice? Links to Building Blocks to Success**	**How will you ensure it is implemented well?**	**Staff Lead**	**When will you review implementation?**	
E,F,G	**Contributions to trips and other extracurricular**	Ensuring equal access to all areas of school life, in addition to being	- Employment of music services timetabled and delivering opportunities	SLT/BG/Teaching staff	- Analysis of pupil progress.	Contributions to trips – £600

		able to make some otherwise impossible opportunities viable. Increased involvement in out-of-school opportunities. Enhanced self-esteem, confidence Ensure pp children are wearing the correct uniform and self-esteem is not effected Confidence climbing group ran by learning mentor. This includes a trip. Intervention to be assessed for impact. All children Y1-4 to benefit from the development of self-esteem, self-confidence, and musical skills through the employment of Inspiring Music services to provide a variety of projects across the school. ***Building Blocks for Success: meeting individual learning needs, addressing behaviour and attendance***	- Confidence climbing group in place and PP students able to access the provision. Planned and delivered by learning mentor. - Provide self-esteem, wellbeing and mindfulness within timetabled curriculum. Timetables to be monitored and observations to be undertaken. -All children will be in uniform and class teachers will monitor this. -Extracurricular opportunities provided and a timetable of these will be issued to ensure a variety are available to pupils. - Children will show more willingness and be ready to learn through an enriched curriculum		- Analysis of children's learning behaviours. - Termly review through pupil progress meetings. -Termly review of extra-curricular opportunities.	Contributions to uniform - £200 Subsidised music lessons - £600
opportunities and provision of essential uniform items					
F	**Greater involvement with families and school to**	Provide effective TAF meetings for children and their families. On entry children have often moved school mid-term and this	Whole school has a strong ethos of wellbeing for all. Wellbeing chart in all classrooms	SLT	- Termly review of opportunities to invite the	£710

| **support the social and emotional wellbeing of the pupils.** | can affect their emotional wellbeing. Many have relocated making big changes to home life as well as school life. EAL is often a common factor for the school also. Their emotional and social wellbeing has a direct impact on their ability to fully engage with whole school curriculum and after school activities. Encourage a greater home school link Open lines of communication through having an open door policy, marvellous me to celebrate successes and through email. Invite parents in for special days to encourage hard to reach families to be part of our school community. Regular parent meetings timetabled termly. Children with additional needs will have additional meetings to ensure support in class which is matched to their needs within a collaborative meeting between parents, staff and pupil. *Building Blocks for Success: meeting individual learning needs, addressing behaviour and attendance* | -Regular contact with home to support children and families. -Increase opportunities to engage with trips and extra-curricular activities through financial support. -Regular support and observations by Pupil Premium Lead. -Community links created early to ensure families know where they can - TAF meetings will be effectively implemented and outside agencies will be working collaboratively with the school to implement the best provisions for the pupil and their family. - SEND plans/ behaviour plans/ attendance plans will be monitored collaboratively with pupil, parents and teaching staff. A review will monitor the effectiveness of targets implemented. | | wider community and parents into school. - Monitoring pupil's readiness to learn through their resilience, emotional wellbeing and readiness to learn. Termly review through pupil progress meetings. | |

					£2110

Estimated total Funding Expenditure : £57,701 (Budget -£57,145)	

4. Review of expenditure	
Previous Academic Year	2019-2020

i. Outcome analysis				
Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost

Termly targets set for pupils with EAL collaboratively with parents and teachers to support the pupil. Where appropriate speech and Language Therapy, contributing to children's progress in these and other affected areas of the curriculum. ELKLAN programme to be implemented for these pupils. Access to talk boost in KS1 to support language development. Targeted individualised language support.	Pupils receive immediate intervention to fill any gaps in learning. EAL profiles collaboratively produced with parents to target specific areas in literacy development termly. Effective delivery of Talk Boost provision in KS1. Staff training which enhances skilled delivery of SALT support. ELKLAN training and delivery of the programme to pupils with complex language difficulties where appropriate. For all of our Pupil Premium children to be supported emotionally when they need it through learning mentor and class teacher.	Provision mapping tracking shows pupils are making good progress within interventions. Where progress isn't being made provision is quickly changed to meet the pupil's needs. All PP pupils have had access to interventions to support learning needs (language) on self-referral and some teacher referrals. Talk boost is being delivered by the 2 trained TAs (July 2019). This is timetabled in KS1 and has a timetabled lesson in class to support the intervention has started this academic year. 4/7 KS1 pupil premium children have accessed this intervention to support their language development and help them to close the gap between their peers. Pupil premium children in KS1 are out performing non pupil premium children. - EAL parents have collaboratively worked on the EAL profiles leading to a greater involvement with school. See EAL profiles. 6/18 pupil premium children. -ELKLAN training has been implemented within nursery not within KS1 due to staff absence of the trained staff member leaving limited time. There has been no impact as a result of this unforeseen circumstance.	Covid-19 has cut short our time with the pupils meaning that more progress could have been achieved. Time constraint of staff absence has also had an impact on the schools ability to carry out the interventions in addition to early school closure. Additional staff to be trained to reduce the risk of this moving forward. Despite this, KS1 Pupil premium pupils have achieved higher than non-pupil premium children. Continue the use of talk boost interventions to provide pupil premium children in KS1 with language support.	SEE COSTING WITHIN THE TARGETED PROVISION SECTION INCLUDING TOTAL EXPEDITURE.

End of Spring term data/ end of year data due to Covid 19.

EAL READING	EAL WRITING	EAL MATHS
Below 18/131 (13.74%)	Below 25/131 (19.08%)	Below 3/131 (2.29%)
At/above ARE 113/131 (86.26%)	At/above ARE 106/131 (80.92%)	At/above ARE 128/131 (97.71%)
Above ARE 48/131 (36.64%)	Above ARE 23/131 (17.56%)	Above ARE 42/131 (32.06%)

| A diminished difference in rates of progress for those children who are PP and SEND. (Termly pupil progress meetings evidence accelerated progress and narrowing of attainment gap)

Termly SEND plan meetings for all SEND pupils including those who are PP collaboratively completed with parents to support the pupil effectively.

Continued CPD for teachers in quality first teaching strategies to promote differentiation in the classroom thus leading to improved rates of progress. | Pupils to make at least as much progress as all children nationally. Ambitious PP /SEND targeting seeking to diminish the matched and non-matched progress difference in Reading, Writing and Maths (whilst contextualising these children). Evidence of successful Reading, Writing and Maths interventions demonstrating clearly impact on progress to ensure every effort to diminish the difference in progress has been made. Improvements in Quality-First Teaching to enhance the opportunities and experiences for all, in addition to PP /SEND Pupils. Continued implementation of RWI scheme for spelling. | PP pupils in Autumn term made good progress. (see o track data)
PP pupils have risen from 18 (September 2019) to 25 (May 2020)

EYFS PP pupils (2/2) are on track to meet early learning goals.
In KS1 PP pupils (5) are making better progress than that of all peers and continue to make good progress.

New pupil joined Oct 2019 in year 3 PP working below ARE – targeted intervention and QFT strategies in place to support – SEND needs cognition and learning.
2 pupils in year 5 PP also making slower progress and below ARE . SEND needs for cognition and learning – SPLD. Explore needs to identify specific intervention and QFT strategies to support. SEND plan meetings with parents have been carried out and 2/3 SENDCo has attended in addition to the class teacher.

CPD for staff is having a positive impact on the children's learning – see observations, data and walk round collected information.

PP end of spring term data/ End of year data due to Covid-19 school closures. | The gap is closing.
3PP EAL pupils need supporting through EAL focused strategy for next year.
1PP SEND pupil needs additional SEMH support and external agency support which is currently being accessed. | |
|---|---|---|---|---|

PP READING
Below 3/18 (16.67%)
At/above ARE 15/18 (83.33%)
Above ARE 5/18 (27.78%)

PP WRITING
Below 3/18 (16.67%)
At/above ARE 15/18 (83.33%)
Above ARE 4/18 (22.22%)

PP MATHS
Below 2/18 (11.11%)
At/above ARE 16/18 (88.89%)
Above ARE 5/18 (27.78%)

2 PP students absent

| - | Implementation of- the talk boost programme in KS1. - Use of SNAP to identify SPLD support and behaviour support where appropriate. Use to identify appropriate strategies. | | Writing outcomes for PP pupils are improving Autumn Term 2020 as a result of Write stuff CPD training, support from English lead and resources purchased. All pupils have made progress. ¾ pupils below have SEND cognition and learning needs. 1 PP pupil below ARE is new to school starting at the end of November 2019

Writing outcomes improved again in the spring term/ end of year as a result of more staff having write stuff CPD and support from the English lead. All pupils have made progress. 3 pupils have SEND cognition and learning needs and are below ARE. | | |

Year 1 Pupil Premium Differences

Percentage of Pupils At or Above their ARE Expectations

Term	ARE	Reading			Writing			Mathematics			Combined		
		Pupil Premium	% Difference	All	Pupil Premium	% Difference	All	Pupil Premium	% Difference	All	Pupil Premium	% Difference	All
Autumn End of Term Y1	AT1 - AT2	100.00% (3/3)	22.9%	77.08% (37/48)	100.00% (3/3)	31.3%	68.75% (33/48)	100.00% (3/3)	14.6%	85.42% (41/48)	100.00% (3/3)	31.3%	68.75% (33/48)
Spring End of Term Y1	AT1 - AT2	100.00% (3/3)	16.7%	83.33% (40/48)	100.00% (3/3)	27.1%	72.92% (35/48)	100.00% (3/3)	8.3%	91.67% (44/48)	100.00% (3/3)	27.1%	72.92% (35/48)

Year 2 Pupil Premium Differences

Percentage of Pupils At or Above their ARE Expectations

Term	ARE	Reading			Writing			Mathematics			Combined		
		Pupil Premium	% Difference	All	Pupil Premium	% Difference	All	Pupil Premium	% Difference	All	Pupil Premium	% Difference	All
Autumn End of Term Y1	AT1 - AT2	100.00% (1/1)	22.0%	78.05% (32/41)	100.00% (1/1)	24.4%	75.61% (31/41)	100.00% (1/1)	12.2%	87.80% (36/41)	100.00% (1/1)	31.7%	68.29% (28/41)
Spring End of Term Y1	AT1 - AT2	100.00% (1/1)	15.9%	84.09% (37/44)	100.00% (1/1)	25.0%	75.00% (33/44)	100.00% (1/1)	6.8%	93.18% (41/44)	100.00% (1/1)	31.8%	68.18% (30/44)
Summer End of Term Y1	AT1 - AT2	100.00% (1/1)	26.7%	73.33% (33/45)	100.00% (1/1)	24.4%	75.56% (34/45)	100.00% (1/1)	8.9%	91.11% (41/45)	100.00% (1/1)	28.9%	71.11% (32/45)
Autumn End of Term Y2	AT1 - AT2	100.00% (2/2)	21.4%	78.57% (44/56)	100.00% (2/2)	21.4%	78.57% (44/56)	100.00% (2/2)	14.3%	85.71% (48/56)	100.00% (2/2)	26.8%	73.21% (41/56)
Spring End of Term Y2	AT1 - AT2	100.00% (2/2)	11.9%	88.14% (52/59)	100.00% (2/2)	13.6%	86.44% (51/59)	100.00% (2/2)	8.5%	91.53% (54/59)	100.00% (2/2)	16.9%	83.05% (49/59)

Year 3 Pupil Premium Differences

Percentage of Pupils At or Above their ARE Expectations

Term	ARE	Reading			Writing			Mathematics			Combined		
		Pupil Premium	% Difference	All	Pupil Premium	% Difference	All	Pupil Premium	% Difference	All	Pupil Premium	% Difference	All
Autumn End of Term Y1	AT1 - AT2	100.00% (1/1)	6.7%	93.33% (14/15)	100.00% (1/1)	20.0%	80.00% (12/15)	100.00% (1/1)	6.7%	93.33% (14/15)	100.00% (1/1)	20.0%	80.00% (12/15)
Spring End of Term Y1	AT1 - AT2	100.00% (1/1)	10.0%	90.00% (18/20)	100.00% (1/1)	15.0%	85.00% (17/20)	100.00% (1/1)	5.0%	95.00% (19/20)	100.00% (1/1)	20.0%	80.00% (16/20)
Summer End of Term Y1	AT1 - AT2	100.00% (1/1)	8.0%	92.00% (23/25)	100.00% (1/1)	16.0%	84.00% (21/25)	100.00% (1/1)	8.0%	92.00% (23/25)	100.00% (1/1)	16.0%	84.00% (21/25)
Autumn End of Term Y2	AT1 - AT2	100.00% (1/1)	22.5%	77.50% (31/40)	100.00% (1/1)	32.5%	67.50% (27/40)	100.00% (1/1)	22.5%	77.50% (31/40)	100.00% (1/1)	35.0%	65.00% (26/40)
Spring End of Term Y2	AT1 - AT2	100.00% (1/1)	13.6%	86.36% (38/44)	100.00% (1/1)	22.7%	77.27% (34/44)	100.00% (1/1)	15.9%	84.09% (37/44)	100.00% (1/1)	25.0%	75.00% (33/44)
Summer End of Term Y2	AT1 - AT2	100.00% (1/1)	9.3%	90.70% (39/43)	100.00% (1/1)	11.6%	88.37% (38/43)	100.00% (1/1)	9.3%	90.70% (39/43)	100.00% (1/1)	14.0%	86.05% (37/43)
Autumn End of Term Y3	AT1 - AT2	50.00% (1/2)	36.0%	85.96% (49/57)	50.00% (1/2)	27.2%	77.19% (44/57)	50.00% (1/2)	34.2%	84.21% (48/57)	50.00% (1/2)	21.9%	71.93% (41/57)
Spring End of Term Y3	AT1 - AT2	50.00% (1/2)	33.1%	83.05% (49/59)	50.00% (1/2)	31.4%	81.36% (48/59)	50.00% (1/2)	44.9%	94.92% (56/59)	50.00% (1/2)	29.7%	79.66% (47/59)

Year 4 Pupil Premium Differences

Percentage of Pupils At or Above their ARE Expectations

Term	ARE	Reading			Writing			Mathematics			Combined		
		Pupil Premium	% Difference	All	Pupil Premium	% Difference	All	Pupil Premium	% Difference	All	Pupil Premium	% Difference	All
Summer End of Term Y1	-	-	-	-	-	-	-	-	-	-	-	-	-
Autumn End of Term Y2	AT1 - AT2	100.00% (1/1)	29.4%	70.59% (12/17)	0.00% (0/1)	82.4%	82.35% (14/17)	100.00% (1/1)	5.9%	94.12% (16/17)	0.00% (0/1)	64.7%	64.71% (11/17)
Spring End of Term Y2	AT1 - AT2	100.00% (2/2)	26.9%	73.08% (19/26)	100.00% (2/2)	26.9%	73.08% (19/26)	100.00% (2/2)	15.4%	84.62% (22/26)	100.00% (2/2)	34.6%	65.38% (17/26)
Summer End of Term Y2	AT1 - AT2	100.00% (2/2)	15.2%	84.85% (28/33)	100.00% (2/2)	18.2%	81.82% (27/33)	100.00% (2/2)	6.1%	93.94% (31/33)	100.00% (2/2)	18.2%	81.82% (27/33)
Autumn End of Term Y3	AT1 - AT2	100.00% (2/2)	21.2%	78.79% (26/33)	50.00% (1/2)	22.7%	72.73% (24/33)	100.00% (2/2)	9.1%	90.91% (30/33)	50.00% (1/2)	13.6%	63.64% (21/33)
Spring End of Term Y3	AT1 - AT2	100.00% (2/2)	16.2%	83.78% (31/37)	100.00% (2/2)	24.3%	75.68% (28/37)	100.00% (2/2)	10.8%	89.19% (33/37)	100.00% (2/2)	27.0%	72.97% (27/37)
Summer End of Term Y3	AT1 - AT2	100.00% (2/2)	18.4%	81.58% (31/38)	100.00% (2/2)	21.1%	78.95% (30/38)	100.00% (2/2)	13.2%	86.84% (33/38)	100.00% (2/2)	26.3%	73.68% (28/38)
Autumn End of Term Y4	AT1 - AT2	100.00% (2/2)	14.9%	85.11% (40/47)	100.00% (2/2)	17.0%	82.98% (39/47)	100.00% (2/2)	12.8%	87.23% (41/47)	100.00% (2/2)	21.3%	78.72% (37/47)
Spring End of Term Y4	AT1 - AT2	100.00% (2/2)	10.0%	90.00% (45/50)	100.00% (2/2)	14.0%	86.00% (43/50)	100.00% (2/2)	6.0%	94.00% (47/50)	100.00% (2/2)	14.0%	86.00% (43/50)

Year 5 Pupil Premium Differences

		Percentage of Pupils At or Above their ARE Expectations												
		Reading			Writing			Mathematics			Combined		
Term	ARE	Pupil Premium	% Difference	All	Pupil Premium	% Difference	All	Pupil Premium	% Difference	All	Pupil Premium	% Difference	All
Summer End of Term Y2	-	-	-	-	-	-	-	-	-	-	-	-	-
Autumn End of Term Y3	AT1 - AT2	50.00% (1/2)	23.3%	73.33% (11/15)	50.00% (1/2)	10.0%	60.00% (9/15)	50.00% (1/2)	30.0%	80.00% (12/15)	50.00% (1/2)	3.3%	53.33% (8/15)
Spring End of Term Y3	AT1 - AT2	50.00% (1/2)	31.3%	81.25% (13/16)	50.00% (1/2)	12.5%	62.50% (10/16)	50.00% (1/2)	31.3%	81.25% (13/16)	50.00% (1/2)	6.3%	56.25% (9/16)
Summer End of Term Y3	AT1 - AT2	66.67% (2/3)	5.6%	72.22% (13/18)	66.67% (2/3)	5.6%	72.22% (13/18)	66.67% (2/3)	16.7%	83.33% (15/18)	66.67% (2/3)	5.6%	61.11% (11/18)
Autumn End of Term Y4	AT1 - AT2	75.00% (3/4)	2.3%	77.27% (17/22)	75.00% (3/4)	15.9%	59.09% (13/22)	100.00% (4/4)	9.1%	90.91% (20/22)	75.00% (3/4)	20.5%	54.55% (12/22)
Spring End of Term Y4	AT1 - AT2	75.00% (3/4)	5.8%	69.23% (18/26)	75.00% (3/4)	9.6%	65.38% (17/26)	100.00% (4/4)	19.2%	80.77% (21/26)	75.00% (3/4)	21.2%	53.85% (14/26)
Summer End of Term Y4	AT1 - AT2	60.00% (3/5)	18.6%	78.57% (22/28)	60.00% (3/5)	15.0%	75.00% (21/28)	80.00% (4/5)	5.7%	85.71% (24/28)	60.00% (3/5)	11.4%	71.43% (20/28)
Autumn End of Term Y5	AT1 - AT2	66.67% (4/6)	14.6%	81.25% (26/32)	50.00% (3/6)	9.4%	59.38% (19/32)	66.67% (4/6)	11.5%	78.13% (25/32)	50.00% (3/6)	6.3%	56.25% (18/32)
Spring End of Term Y5	AT1 - AT2	66.67% (4/6)	14.6%	81.25% (26/32)	66.67% (4/6)	1.0%	65.63% (21/32)	83.33% (5/6)	7.3%	90.63% (29/32)	66.67% (4/6)	1.0%	65.63% (21/32)

Year 6 Pupil Premium Differences

		Percentage of Pupils At or Above their ARE Expectations												
		Reading			Writing			Mathematics			Combined		
Term	ARE	Pupil Premium	% Difference	All	Pupil Premium	% Difference	All	Pupil Premium	% Difference	All	Pupil Premium	% Difference	All
Summer End of Term Y2	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer End of Term Y3	-	-	-	-	-	-	-	-	-	-	-	-	-
Autumn End of Term Y4	AT1 - AT2	100.00% (2/2)	0.0%	100.00% (12/12)	100.00% (2/2)	16.7%	83.33% (10/12)	100.00% (2/2)	8.3%	91.67% (11/12)	100.00% (2/2)	16.7%	83.33% (10/12)
Spring End of Term Y4	AT1 - AT2	100.00% (2/2)	18.8%	81.25% (13/16)	100.00% (2/2)	37.5%	62.50% (10/16)	100.00% (2/2)	12.5%	87.50% (14/16)	100.00% (2/2)	37.5%	62.50% (10/16)
Summer End of Term Y4	AT1 - AT2	100.00% (2/2)	11.8%	88.24% (15/17)	100.00% (2/2)	23.5%	76.47% (13/17)	100.00% (2/2)	11.8%	88.24% (15/17)	100.00% (2/2)	23.5%	76.47% (13/17)
Autumn End of Term Y5	AT1 - AT2	100.00% (2/2)	10.5%	89.47% (17/19)	100.00% (2/2)	21.1%	78.95% (15/19)	100.00% (2/2)	15.8%	84.21% (16/19)	100.00% (2/2)	26.3%	73.68% (14/19)
Spring End of Term Y5	AT1 - AT2	100.00% (2/2)	14.3%	85.71% (18/21)	100.00% (2/2)	23.8%	76.19% (16/21)	100.00% (2/2)	14.3%	85.71% (18/21)	100.00% (2/2)	23.8%	76.19% (16/21)
Summer End of Term Y5	AT1 - AT2	100.00% (3/3)	16.0%	84.00% (21/25)	100.00% (3/3)	16.0%	84.00% (21/25)	100.00% (3/3)	20.0%	80.00% (20/25)	100.00% (3/3)	24.0%	76.00% (19/25)
Autumn End of Term Y6	AT1 - AT2	100.00% (3/3)	16.1%	83.87% (26/31)	100.00% (3/3)	25.8%	74.19% (23/31)	100.00% (3/3)	35.5%	64.52% (20/31)	100.00% (3/3)	38.7%	61.29% (19/31)
Spring End of Term Y6	AT1 - AT2	100.00% (3/3)	12.9%	87.10% (27/31)	100.00% (3/3)	32.3%	67.74% (21/31)	100.00% (3/3)	9.7%	90.32% (28/31)	100.00% (3/3)	32.3%	67.74% (21/31)

Improved outcomes for new pupils entering the school (Accelerated progress from baselines for all new pupils) Develop growth mindsets in pupils eligible for PP which will improve levels of resilience, self-esteem, determination and independence. Develop wellbeing throughout the school to improve the wellbeing of those pupils who are eligible for PP. *(Pupil voice evidencing that children feel better, are able to cope. Increased confidence and resilience witnessed by staff. Fewer incidents recorded in behaviour/pupil file)*	Pupils receive immediate intervention to fill any gaps in learning. Smooth transition and clear communication ensures pupils settle and are working effectively and in line with other pupils immediately. The resilience, self-esteem, determination and growth mindsets of pupils eligible for PP in learning situations will be improved. Attainment and progress for these (and other) pupils is improved. Continued development of the climbing confidence group for PP pupils through learning mentor group. Implementation of eco warriors and woodland warriors to support PP pupils.	Pupil voice evidenced that children felt positive. (See SEND pupil voice which also included PP students – report spring term 2020). Pupils were confident and positive. They spoke openly of their interventions and felt they helped them and their class teachers did too. Increased confidence and resilience witnessed by staff and logged in exit data for Confidence and resilience interventions implemented. Provision mapping intervention exit data suggesting interventions having a positive impact on pupils levels of resilience, self-esteem, determination and independence. In addition pupils being successful in the classroom would suggest success in these areas. Learning behaviours group/ emotional wellbeing group/ calm start/ 3pm club/ eco warriors/ woodland warriors (and additional group trialling) with Inclusion lead have been evidenced as having a positive impact – Some PP examples of PP provision - Case study one- Attendance improved through calm start provision and CAF parental involvement. Target was to Better manage emotions, display more confidence – improved on score 30- 33 (Autumn term 2019). Pupil scored 57 in Spring term 2020. An improvement of 27. - Case study two – PP child who attended lunch club to Form positive peer relationships – improved score 58 to 73. This raised again slightly to 75 in Spring term 2020. Wellbeing buddies have been recording children's well being scores and are looking to see if their initiative have made an impact across the school.	Learning mentor has been a success and the provision has been identified as a strength in previous audits. This to continue and to finish the development of an 'outdoor reach up space'. This has been started but has not been completed due to covid-19 school closures in March 2020. We will continue to provide targeted personalised intervention for our PP pupils and measure this rigorously to ensure the best outcomes are achieved. Transition support successful on entering the school including those who are PP. This will need to continue as there is a high inward mobility as a new school.	

	To develop a range of interventions that are individualised for the needs of pupils including those eligible for PP to develop levels of resilience, self-esteem, determination and independence. Monitoring intervention groups to ensure they are successful. Continued development of the wellbeing buddies and play buddies.	Play leaders – 3 are PP. They take their role very seriously and have supported leading games on the playground. They applied for the role and were interviewed. This has had a positive impact on pupils self-esteem, confidence and social skills.		

| Children with SEMH needs make good or better rates of progress and this impacts on attainment for these pupils.

SEMH provision meets the needs of these pupils. Children are able to engage with learning. | Enhancement of school physical provision for children with SEMH Development of the SPOT room, and provision during playtimes and lunchtimes. Feedback reports impact of this space for children who access them. Development of SPOT light, sensory room and woodland outdoor area. Impact of calm start, 3 o clock club, and mindfulness activities can be seen in readiness to learn. Evidence of successful interventions demonstrating clearly impact on progress and attainment. Improvements and intervention in the support of Quality-First Teaching to enhance the opportunities and experiences for all, in addition to PP/SEMH | Headlines from the teacher referrals for Spot interventions in the Spring term:

148 teacher referrals. (11 EYFS, 33 KS1, 67 LKS2, 37 UKS2) 106 children referred in total.

75% (15) of PP population received at least one teacher referral.
50% (22) of SEN population received at least one teacher referral.
57% (4) of EHCP population received at least one teacher referral.
25% of rest of school population received at least one teacher referral.

Pupils have access to lunchtime support groups through on the playground – physical provision. The impact of this has been a more structured lunch time resulting in a decrease of behaviour incidents.
In addition to this the SPOT (formally known as the nurture room) has been developed and is recognised as a strength. This provision is well resourced, supportive and a truly lovely environment to support pupils needs. Provision at lunch times have continued was observed (SEE REPORT from the Head of Pupil Support at IfTL last year) which stated pupils were well supported at lunchtime and an inclusive practise was at the heart of it. – This continues to have a positive impact on pupils who attend. | SEMH provision is valued by the children and staff in school. This provision will be vital next academic year as a result of the Covid-19 school closures. Individualised personalised SEMH provision through intervention, learning mentor support and accepting self-referrals. | |

| | Pupils. Staff training enables staff to identify need and target support early for pupils with SEMH. | Calm start/ 3 o clock club – positive impact on pupils therefore continuing. See provision map for assessment data. Pupils having better transitions when in calm start. Pupils better transitions when in calm start. Pupils having better afternoons when given the opportunity to unwind in 3 o clock club. Parents have also reported pupils at home to be calmer after 3 o clock club. (see above for more impact)

Pupils are able to access the SPOT at lunch (some drop in and some structured lunch support for social needs).

Children are able to make self-referrals to the SPOT. This supports addressing their SEMH needs and then returning to the classroom being ready to engage in learning.
100% of PP children have self-referred this academic year showing that this is a needed resource for pupils. | | |
| --- | --- | --- | --- | --- |

| Varied and enriching opportunities offered to all PP children who may be disadvantaged in a range of spiritual, moral, social and cultural opportunities. | Excellent awareness and knowledge of each PP child through relationships built with staff, allowing targeted support for each child. Analysis of and impact upon individual pupil experiences in and outside of school through discounted and free-of charge provisions offered to enrich personal life experiences. Support for some families to attend holiday clubs to ensure ongoing contact with school during the school holidays. PP student able to access musical instrument enrichment lessons. Most able PP pupils to participate in the most able projects. Pupils supported to attend enrichment trips as part of their learning topics. | Staff have excellent knowledge of all pupils. PP children are recorded on planning so that all staff are aware of who they are. Observations of teaching shows that the needs of the PP children are met through QFT strategies and additional personalised provision when needed. Monitoring of Pupil Premium (PP) children has been undertaken by subject leaders and the PP lead. PP children have been a focus during the monitoring undertaken. Monitoring shows good evidence of progress in children's books, that children commented that they felt supported in school and that teacher knowledge of PP children is good (see monitoring for more information). Pupil premium children are identified by staff and targeted support is implemented based on the pupil's individual needs. In some cases this may be referrals to the SPOT and specific groups. It may also be support for enrichment activities. For example, 4 children have had access to individualised music lessons through PP funding.

As a result of this provision, staff report that their confidence has increased and parents enquire about the provision continuing as they see a positive impact on their child as well. This support is also discussed in pupil progress meetings termly. Analysis of and impact upon individual pupil experiences in and outside of school through discounted and free-of charge provisions offered to enrich personal life experiences.- pupils have had access to different things based on their needs. Each individual case is analysed and whether it was VFM. | Offering varied, enriching opportunities enabled children to have experiences they wouldn't normally have received. Children have spoken about their enjoyment of these activities and how they would like them to continue. Continue to monitor PP children rigorously through data, provision mapping, obervations, planning and book scrutiny, pupil voice and learning walks. | |

Greater involvement with families and school to support the social and emotional wellbeing of the pupils. "hard to reach" families attend school events and feel more engaged in school life and their child's education. Vulnerable families feel supported. Support for families moving to our new community.	Reduce number of absences, increased confidence of pupils to participate in whole class activities and extra-curricular provision. Effective delivery of a range of events which invite parents/carers in to school Engagement with Home learning and reading at home increases for these children. Effective TAF meetings where the school is an active participant. Effective liaison with external agencies which allow families to develop, and children to be more settled and ready to learn. Stability and support for families leads to increased pupil well-being and therefore improved outcomes.	PP attendance figures are not concerning. Pupils attend regularly. Attendance continues to be monitored. Jan 31st 2020 PP attendance – 96.03% Non PP attendance – 96.63% PP club participation – 8/20 (40%) (spring term) 5/21(23.8%) (Autumn term 2019) - attending extra-curricular clubs. PP children have also represented the school in tournaments. PP parents have attended stay and play in the early years. 100% of PP children's parents attended the sessions PP parents have been attending parent's evenings 100% of PP parents came to parents evening and school plays have been highly attended. PP parents have been supporting home learning. 90% of PP children complete all home learning. During school closures 3/25 pupils attended provision for Covid 19. All pupils were called by their teachers minimum of once a week to support pupils wellbeing and offer parental support. The impact of these things has been a greater parental input in Whitehouse school life.	Attendance focus next year using monopoly game to support PP attendance to improve. PP club attendance invites to increase through encouragement and discounting club costs. PP parents to be given personal invites to increase their involvement next year.	

	Effective delivery of a range of events which invite parents/carers in to school Engagement with Home learning and reading at home increases for these children.			

The option to have financial support for uniform e.g. School Shoes/uniform will significantly contribute to the welfare and comfort of some of our pupils	Positive impact on self-esteem and welfare of pupils	Impact has been had on self-esteem and welfare as pupils look the same as everyone else. Pupils are then able to access the curriculum without feeling different. Case study – One child was unable to afford the residential contribution and would not have been able to attend. School were able to support through PP funding to allow this child to same opportunities as all others. Case study – One child was hiding their clothes as it was not uniform. By Providing contribution the child felt the need to no longer hide.	Continued support financially for parents to allow opportunities to all have a huge positive impact on pupils.	

Quality of teaching for all				
Desired outcome	**Chosen action/approach**	**Impact**	**Lessons learned**	**Cost**
A,B,C,D	**Improving quality first teaching through increased Senior Leadership Capacity**	Rigorous Audit Circle Process has been undertaken. Lesson observations show that pupil premium children make good progress and appropriate support is provided. - Appraisal cycle for all staff.- Impact identifies areas to improve and CPD needed. This is implemented effectively to support pupil's needs. - Additional phase leaders monitor effectiveness of targeted provision (see phase leader intervention tracker) and observe within phase to ensure quality first teaching provided to pupils with PP.	Senior leadership capacity to be grown again due to rapid school growth and need for more leaders. Roles refined for senior leadership for academic year 2020-21 with an additional deputy head. Middle leaders have been introduced increasing leadership capacity and strengthening the team to support pupils effectively.	£800

A,B,C,D	Quality First Teaching Training and Resourcing	- Assessment of interventions – provision mapping shows interventions within class have a positive impact on pupils and are value for money. - Assessment of maths mastery through termly assessments – termly assessments show maths progress is good. -Assessment of reading and implementation of the new approach to reading to be assessed in the summer term 2020. Following the new marking policy high quality feedback for Pupil Premium pupils at all times – this is evidenced in teachers mark books. Approach to phonics has changed. A new Whitehouse Phonics policy started January 2020. This has revamped the teaching of phonics. Impact to be measured in the summer term of 2020. The 'write stuff' has been implemented across the school to improve writing outcomes for pupils. The data analysis shows some improvements in writing. In December 2020 staff attended 'write stuff' training. The head of English has delivered additional training on the write stuff. Each class has a headstart timetabled lesson and resources have been purchased– the impact of this has been reading results slowly improving see data analysis. No nonsense spelling and grammar has been implemented and policies written. This was implemented in spring 2020 and the impact will be measured in summer 2020.	Write stuff continues to have a positive impact on pupils outcomes. More specialist training for staff has secured better outcomes for all pupils including PP pupils. New phonics approach to be embedded and training offered to new teachers next year. 5 new teachers will be starting in the early years and KS1 next academic year. Reading and phonics approach needs to be reviewed next year due to Covid-19 school closures not giving sufficient time for the programmes to be evaluated fairly.	£8966

AB,C,D, E	Diminishing the Gap in attainment and progress due to high mobility into school	-Due to high mobility into school, pupils have all had very varied experiences of maths mastery and phonics. Pupils have also arrived at different times in the school year which has resulted in gaps in their learning. – diminishing the gap data shows the gap is closing. Ofsted also recognised this in summer 2019. Leading to improved outcomes see data analysis. -School timetable allows for a break between maths which supports the Mastery approach and phonics groups are planned across school. – Impact huge improvement in maths – see results in table above. Phonics recognised as a strength in the school particularly in early years – Ofsted rated outstanding and iftl whole school audit recognised this too.	SEND/PP pupils needing more personalised provision next year to improve their outcomes. School closures will have affected their progress in addition.	£1963
		Also see Diminishing the Gap data PP READING Below 3/18 (16.67%) At/above ARE 15/18 (83.33%) Above ARE 5/18 (27.78%) PP WRITING Below 3/18 (16.67%) At/above ARE 15/18 (83.33%) Above ARE 4/18 (22.22%) PP MATHS Below 2/18 (11.11%) At/above ARE 16/18 (88.89%) Above ARE 5/18 (27.78%) 2 PP students absent		
ii. Targeted support				
Desired outcome	**Chosen action/approach**	**Impact**	**Lessons learned**	**Cost**

A,B,C,D,E	Targeted booster and intervention sessions	- Assessment of interventions show interventions are value for money – see whole school provision map of intervention - Provided CPD for leaders and staff delivering programmes. The impact is a more varied interventions available to support the pupils. Autism interventions and talk boost has been delivered. The impact of these has meant more targeted appropriate support for the needs of the pupils. - Lesson observations of these interventions.- observations March 2020 showed that interventions had a positive impact.	CPD has positively impacted PP pupils outcomes. See Provision mapping. More targeted and personalised provision to be made next academic year following school closures from Covid-19.	£1025
A,B,C, D,E	1-1 mentoring and group interventions. Development of SPOT, SPOTlight and outdoor area.	- Assessment of pupil progress in interventions – see provision map. Positive impact. Phase leaders and inclusion lead submit termly data to monitor the success of interventions. - Observations of SPOT groups and assessment of the majority of interventions have shown positive impact. Where it hasn't provision has been tweaked to suit the pupils needs. See provision map. Positive learning observations providing good opportunities for pupils. -Timetabling the learning mentor and TA's effectively – observations have shown that this has had a positive impact.	Continue 1:1 mentoring and group interventions. Next year outside reach up room to be a focus as inside reach up room has been successful as evidenced in previous audits. Outside reach up area is within the 3 year PP plan due to 100% of the PP pupils using the resource.	£15,500

		As a result of this pupils receive appropriate support and have access to good provision. This then impacts on their progress – see provision mapping		
A,B,C	**Talk Boost Training and Intervention**	Talk boost is being delivered by the 2 trained TAs (July 2019). This is timetabled in KS1 and has a timetabled lesson in class to support the intervention. Positive impact is shown on the whole school provision map. Pupils have said that they enjoy this intervention – pupil voice evidence.	Talk boost was not able to take place in summer term 2020 due to school closures. The write stuff needs to continue to be developed to support children who are PP to achieve better outcomes in writing. Additional new	Costed above within CPD. (talk boost training)
iii. Other approaches				
Desired outcome	**Chosen action/approach**	**Impact**	**Lessons learned**	**Cost**

| E,F,G | Contributions to trips and other extracurricular opportunities and provision of essential uniform items | Employment of music services timetabled and delivering opportunities – Pupils with PP have been subsidised to provide opportunities otherwise unavailable. Pupils have built confidence and gained new experiences. Year 3 pupils have had access to learning a brass instrument.
- Confidence climbing group in place and PP students able to access the provision. Planned and delivered by learning mentor. Positive outcome shown in provision mapping.
- Provide self-esteem, wellbeing and mindfulness within timetabled curriculum. -observations show pupils are using the wellbeing scale and timetables wellbeing mornings have a positive impact on children. Through the wellbeing PP case studies (5 children) all have shown an improvement in wellbeing scores.
-Extracurricular opportunities provided – pupils attend these and gain confidence and new experiences from them. | Continue to provide these opportunities as pupils parents have said (see case study earlier) opportunities have been positive and cost can prevent pupils from being able to attend. | £1213.76 |

| F | Greater involvement with families and school to support the social and emotional wellbeing of the pupils. | Whole school has a strong ethos of wellbeing for all. Wellbeing chart in all classrooms. Impact has been positive wellbeing scores improved.
-100% of PP parents have met with teachers 2 times this year as a minimum.
 -Community links created so parents feel supported and know where to find help. New groups put on for the community to offer support to more parents.
- TAF meetings have been held for a number of pupils including those who are PP. Parents have felt supported through having a team around the child working towards the best outcomes.
- SEND plans/ behaviour plans/ attendance plans have been monitored collaboratively with pupil, parents and teaching staff. A review will monitor the effectiveness of targets implemented. The impact of this for the pupil is effective plan do review cycles.
- EAL parents have collaboratively worked on the EAL profiles leading to a greater involvement with school. | Continue specific invites to PP pupils' parents for additional activities. | £1100 |

Total Funding Expenditure for 2019-20 : £ 30,567.76 (actual amount of PP funding received by school - £25,500)