



Hucknall National C of E Primary School 2020 - 21

Pupil Premium Strategy Statement and Review

What is the pupil premium grant?

The pupil premium grant was introduced in April 2011 to provide additional funding specifically for disadvantaged pupils. The amount provided has grown over the years to total £1,345 per primary pupil in the current financial year. The premium is paid for pupils who have been eligible for free school meals over the previous six years or who have been in care.

How much funding do we receive?

At Hucknall National, we are committed to narrowing gaps and ensuring that every pupil excels. The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers

In December 2020, 89 of our 414 pupils received the pupil premium funding. This is 21% of our children (compared to the National average of 17.3% in 2020). This year, each child receives £1,345. A total of £111,635 has been allocated between April 2020 and April 2021. We also receive £2,345 for 'Looked After' Pupils and £310 for children whose parents work in the armed services. This equates to £121,635 in total.

Current Cohort of pupils at Hucknall National	Number of pupils	Non-Pupil Premium	Pupil Premium	% Pupil Premium
EYFS	58	50	8	14%
Year 1	59	50	9	15%
Year 2	59	46	13	22%
Year 3	59	47	12	20%
Year 4	59	44	15	25%
Year 5	60	44	16	27%
Year 6	60	44	16	27%
Total Cohort	414	325	89	21%



1. Summary information					
Total number of pupils (December 2020)	414	Number of pupils eligible for PP (December 2020)	89	Total PP Budget allocated (April 2020-April 2021):	£121,635
2. Performance Indicators					
<u>End of KS2 assessments</u>	Summer 2020 Year 6 pupils eligible for PP at Hucknall National (17 pupils) (Teacher assessments)	Summer 2020 Year 6 pupils not eligible for PP at Hucknall National (40 pupils) (Teacher assessments)	Summer 2019 Year 6 pupils eligible for PP at Hucknall National (16 pupils)	Summer 2019 Year 6 pupils not eligible for PP at Hucknall National (41 pupils)	Summer 2019 Year 6 pupils eligible PP Nationally
% achieving expected standard in reading, writing and maths combined			19% (13% achieved a high standard)		51% (5% achieved a high standard)
% achieving expected standard in reading	53%	90% Difference: -37%	20%	64% Difference: -44%	The data has not been released for individual subjects.
% achieving expected standard in writing	53%	85% Difference: -32%	40%	83% Difference: -43%	
% achieving expected standard in maths	53%	93% Difference: -40%	40%	83% Difference: -43%	
Reading progress score			-3		-0.6
Writing progress score			0.5		-0.5
Maths progress score			-1.7		-0.7



<u>End of KS1 assessments</u>	Summer 2020 Year 2 pupils eligible for PP at Hucknall National (11 pupils) Teacher assessments	Summer 2020 Year 2 pupils not eligible for PP at Hucknall National (48 pupils) Teacher assessments	Summer 2019 Year 2 pupils eligible for PP at Hucknall National (8 pupils)	Summer 2019 Year 2 pupils not eligible for PP at Hucknall National (52 pupils)	Summer 2019 Year 2 pupils eligible PP Nationally
% achieving expected standard in reading	18%	75% Difference: -57%	43%	77% Difference: -34%	62%
% achieving expected standard in writing	18%	68% Difference: -60%	13%	60% Difference: -47%	55%
% achieving expected standard in maths	36%	79% Difference: -43%	57%	74% Difference: -17%	62%

<u>KS1 Phonics Screening Check</u> Note: Phonics screening was carried out on Year 2 pupils due to the Covid-19 school closures in Summer 2020.	November 2020 Year 2 pupils eligible for PP at Hucknall National (13 pupils)	November 2020 Year 2 pupils not eligible for PP at Hucknall National (46 pupils)	June 2019 Year 1 pupils eligible for PP at Hucknall National (9 pupils)	June 2019 Year 1 pupils not eligible for PP at Hucknall National (49 pupils)	June 2019 Year 1 pupils eligible PP Nationally
% achieving the pass mark	69%	89% Difference -20%	44%	82% Difference -38%	71%

Attendance		
	<i>All pupils eligible for PP at Hucknall National 2019 - 20</i>	<i>All pupils not eligible for PP at Hucknall National 2019 - 20</i>
Attendance (September 2019 – July 2020)	86%	91%

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

In-school barriers	
A.	To improve outcomes across the school by improving the consistency of good or better teaching and learning so that PP children close the gap with non-PP children (School Improvement Priority 1)
B.	To improve standards and outcomes in English so that PP children close the gap with non-PP children in reading and writing (School Improvement Priority 1)
C.	To improve and continue to develop the effectiveness of leadership so PP children's progress is tracked and monitored by Intervention Managers in KS1, Lower KS2 and Upper KS2 (School Improvement Priority 3)
External barriers	
D i)	To improve the attendance of specific pupil premium families (School Improvement Priority 4)
ii)	To ensure pupil premium pupils have access to high quality equipment and resources should the school be forced to partially or fully close due to Covid-19

Outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	The outcomes of pupil premium children across the school will close by focusing on ensuring the consistency of good or better teaching and learning (School Improvement Priority 1)	Pupil premium children who are falling behind have their learning gaps closed as a result of consistent Quality First Teaching
B.	The standards in reading and writing for pupil premium children will rise and the gap will be closed with non-PP children (School Improvement Priority 1)	At least 75% of pupil premium children to achieve age-related expectations or above in reading (53% of our pupil premium achieved this in reading 2020 and 53% achieved this in writing in 2020.)
C.	PP children's progress will be carefully monitored (School Improvement Priority 3)	The gaps in PP children's learning are identified and closed quickly so that the gap is closed in each year group so there is no more than a 20% gap between PP and non-PP children.
D. i)	The attendance of pupil premium children will improve so that they close the gap with non-pupil premium children, so both groups are over 96% (School Improvement Priority 4)	Pupil premium children's attendance should to be over 96% (94% in 2017 – 2018, 94% in 2018 - 2019, 86% in 2019-20)
ii)	Pupil premium children will be able to access a high quality remote learning education and resources should the school be forced to partially or fully close due to Covid-19, using equipment provided by school.	Pupil premium children will continue to access a high quality education whilst working from home. They will be able to submit work for their teachers to give feedback.



4. Planned expenditure					
Academic year		2020-21			
Quality of Teaching for All					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? (including EEF)	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve outcomes across the school by improving the consistency of good or better teaching and learning so that PP children close the gap with non-PP children (School Improvement Priority 1)					
Pupil premium children are supported appropriately and prioritised for interventions	Regular updates during staff meeting focusing on the progress of PP children Intervention Managers set up to manage pupil premium progress in phases.	Swifter monitoring will enable gaps to close faster £2000	Intervention Leads to report back that PP children are receiving appropriate support Half termly	PP Lead	Intervention Leads to report to PP Lead who will evaluate the impact of provision to Governors
Teachers/TAs are given time to work 1-1 with children to go over any misconceptions or pre-teach so children understanding concepts before lessons	Feedback given to pupils. Small groups that will pre-teach concepts to children prior to the whole class teaching.	1-1 Feedback between teacher and pupil +8 months - £8000	Monitor the % of pupil achieving age-related expectations	Class Teachers/TAs	Half termly
Accelerated progress will be made by pupil premium children to reduce the gaps in learning created by school closures in Spring/Summer 2020.	Pupil premium children will receive tutoring sessions in English and maths led by teachers and tutors provided through the NTP. 2:1 tuition for 1 hour per week for 12 weeks for writing 3:1 tuition for 1 hour per week for 15 weeks- Years 1, 5 and 6 for reading and maths	Accelerated progress will be made through 2-1 and 3-1 sessions. Teachers (writing) and NTP = £8280 (maths and reading)	Monitor assessment data	Class teacher supported by D.H.	Half termly
To improve and continue to develop the effectiveness of leadership so PP children's progress is tracked and monitored by Intervention Managers in KS1, Lower KS2 and Upper KS2 (School Improvement Priority 3)					
Lesson observation/drop ins/pupil interview and work scrutiny outcomes to demonstrate good provision for PP children	To monitor the progress of PP children during lesson observations to ensure the provision matches their needs	Swifter monitoring will enable gaps to close faster £2000	Intervention Managers to monitor the progress of PP children during half termly monitoring	Intervention Mangers	



Interventions are focussed on PP children's changing needs so they are able to catch up with their peers	Intervention Managers to check progress of pupil premium children after each data drop. Intervention Managers to use the new assessment tracking system (OTrack) to analyse which children will require extra support. Intervention Managers to check plans are being adhered to.	Interventions will target individual needs and allow for better progress to be made.	Intervention Managers to check PP Pupils are receiving planned interventions regularly in order to catch up	PP Lead	Intervention Leads to provide report for PP Lead with regards to the support for PP children in their phase, at the end of each half term.
Intervention Managers to work closely with the SENCo. to ensure the correct interventions are implemented	Intervention Managers and SENDCo. to work with class teachers to advise on appropriate interventions to support learning.		Intervention Managers to check PP Pupils are receiving planned interventions regularly in order to catch up.	PP Lead	
Total budgeted cost for Quality First Teaching					£20,280
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? (including EEF)	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve standards and outcomes in English so that PP children close the gap with non-PP children in reading and writing (School Improvement Priority 1)					
PP children's gaps in reading and writing are identified and support is in place according to need, every half term.	Class teachers to identify which PP children require additional support in reading and writing, using assessment information and gap analysis. Additional support can be targeted support in lessons or through pre-teaching, post-teaching and interventions.	2:1 writing feedback £5,000	Intervention Managers	Pupil premium Lead	Intervention Managers to provide report for PP Lead with regards to the support for PP children in reading and writing
PP children who are behind in reading catch up with their peers	PP children who are behind in reading are read with daily at school. Children will have books that are appropriate to their age and ability.	1-1 Reading +5 months - £5000	Reading Lead and Intervention Managers to ensure PP children appear on intervention timetables and receive this support	Intervention Managers	Intervention Managers to provide report for PP Lead with regards to the support for PP children in reading and writing



Children's reading age catches up with or exceeds their chronological age	Switch On Reading Speed Reading Inference intervention Reading comprehension	Switch On Reading +5 months – £5000 Inference intervention +5 months - £3000 Speed Reading +5 months - £3000	Monitoring of data Impact observations by class teachers	Reading Lead/Class Teachers	Half termly
Children achieve a score above 95, so their speaking and listening matches their chronological age	Language links	Small group intervention for Speaking and Listening +5 months - £5000	Ongoing classroom observations	Class Teachers/TAs	End of year data
Children's language and Communication in EYFS is in line with age-related expectations	Language and communication intervention	Small group intervention for Speaking and Listening +5 months - £1000	Ongoing classroom observations	SLE EYFS Lead Class Teachers	End of year data
Children's comprehension skills improve so children achieve age-related expectations for their year group	Group guided reading intervention	Small group reading for comprehension skills +6 months - £5000	Monitoring of children's targets	Class Teachers	Half termly
Children make good progress in phonics so they successfully pass the Year 1/2 phonics screening check	Phonics	Small group/individual intervention to catch up Phonics knowledge gaps +4 months - £5000 R.W.I. reading group £500	Monitoring phonics	Phonics Lead and Intervention Managers	After each Read, Write Inc. Assessment
Children in Year 3/4 who failed the phonics screen receive support to improve their phonics and whole word reading ability	Phonics	Small group/individual intervention to catch up Phonics knowledge gaps +4 months - £1000	Monitoring phonics	Phonics Lead and Intervention Managers	After each Read, Write Inc. Assessment
Children achieve age-related expectations in writing	Writing interventions After-school tuition for Year 6 pupils. 2:1 one hour per week for 12 weeks	Small group writing interventions +4 months - £2000 Tuition 3x teachers 1hr - twice a week = £4,300	Monitoring of children's targets	Class Teachers	Half termly



Additional Targeted Support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? (including EEF)	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Maths Interventions					
Targeted children catch up with their number age	Power of 2 5 minute number box	Small group/1-1 maths intervention +5 months - £1000	Monitoring of data Impact observations by class teachers	Maths School Improvement Team 1/Class Teachers	Half termly
Children achieve age-related expectations targets for their year group in maths	Small group maths intervention	Small group/1-1 maths intervention +5 months - £8000	Monitoring of children's targets	Maths School Improvement Team 1/Class Teachers	Half termly
Children achieve above age-related expectations in maths	Small group maths intervention	Booster groups for children (Year 5 and 6) to ensure children who have a chance of making above age-related expectations do so. These children then become lead learners for other pupils. +5 months - £2000	Monitoring of children's progress in assessments	Year 5 and 6 teachers	Half termly

Total planned expenditure for specific learning interventions £55,800

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? (including EEF)	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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D) i) Behaviour and Attendance

Pupil premium children's attendance is at least 96%	Attendance to be closely monitored. CFSW to work closely with the family.	Target the attendance of pupil premium children with attendance below 90% Seek support from the LA £3,000	Half termly monitoring Home visits by Child and Family Support Worker Attendance reviews	Child and Family Support Worker (CFSW)/Head Teacher/Pupil Premium Lead	Half termly
Children's self-confidence improves and they are able to	Happy to Be Me	Small group work supporting children's emotional development	Monitoring	CFSW	Half termly



access learning in the classroom more effectively		+4 months - £80 - resources			
Children's emotional well-being is cared for so they access learning in the classroom more effectively	Nurture Service Children scrapbook Outdoor learning	1-1 support for children needing emotional support +4 months - £500 for resources	- support amended as needed	CFSW	Weekly monitoring
Children's behaviour improves and they are confident to make the right behaviour choices	Wise Behaviour	Small group work supporting children's behaviour +4 months - £200 for resources	Monitoring	CFSW	Half termly
Parents can support children at home in terms of learning and behaviour. Parents feel supported by the school.	Parental support Family learning workshops – Covid-19 procedures allowing Home visits/phone calls/video calls	Parents can support children at home in terms of learning and behaviour +3 months - £500	As needed – targeted at families who need particular support	CFSW	Half termly review of the impact of support
To ensure good communication between home and school so our families are supported effectively	Mobile telephone for CFSW	More intensive support for families in crisis +3 months £300	Monitoring	CFSW	Half termly

ii) Accessing Remote Learning in the event of a partial or full school closure

To ensure parents and children are supported should school partially or fully close.	Provide resources, equipment and support for children to continue their learning remotely. Apply for equipment from the Government to support with remote learning	Families are supported during remote learning. £800 (time). Government funded equipment	As needed. Families who require computer/internet equipment are identified.	Pupil premium lead CFSW	Half termly
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Total planned expenditure for Behaviour and Attendance intervention (including the cost of CFSW) £39,200

Other approaches-Wider Opportunities

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? (including EEF)	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children are fitter and their confidence levels rise	Lunch time clubs	Children take part in lunch time clubs, led by our Coach. +2 months - £1,000	Review the take up of PP children in lunchtime clubs -	PE Lead/Sports Coach	Half termly



			target pupils to attend		
Children learn musical instruments and their confidence level is raised	Music Lessons	Children are offered music lessons +2 months - £400	Review take up of musical instruments – target specific pupils EYFS lead to support	Office Manager	Half termly
	Interactive Music intervention	+5 months - £450		EYFS lead	
Children take part in residential trips	Residential visits – If residential trips are permitted (Covid-19)	Children are supported to attend +3 months - £2000	Ensure pupil premium children are targeted to attend residential trips	Officer Manager	Before residential trips
Children take part in educational visits	Trips - If trips are permitted (Covid-19)	Children are supported to attend +3 months - £1000	Ensure pupil premium children attend educational visits	Office Manager	Before after educational trips
Parents are supported during the holiday Children continue learning when on school holidays	Holiday Club – If children are allowed to attend school (Covid-19).	Holiday clubs held for targeted children during Easter and Summer - +3 months - £700	Target pupil premium children to attend Holiday Clubs	Child and Family Support Worker	Before Easter and Summer holidays
To ensure families are supported during school holidays	Phone calls home Home visits CFSW is available to contact during this time.	Children and parents are supported. - £200		Child and Family Support Worker	During school holidays
Children can access ICT equipment and are supported by a member of staff to complete their homework	Lunchtime homework club	Homework club is staffed in school once per week +2 months - £800	Target pupil premium children to attend	TA	Half termly
Total planned expenditure for Wider Opportunities					£6,650
Total expected expenditure for 2020-21 (Funding received for 2020-21 = £121,635)					£121,930

5. Review of expenditure *in 2019-20*

Quality of Teaching for All

Desired outcome	Chosen action / approach	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
A) To improve outcomes across the school by improving the consistency of good or better teaching and learning so that PP children close the gap with non-PP children (School Improvement Priority 1)				
Pupil premium children are supported appropriately and prioritised for interventions	Regular updates during staff meeting focusing on the progress of PP children Intervention Managers set up to manage pupil premium progress in phases.	NFER tests were consistently used across Year 1 – Year 5 (Year 6 used previous SATS papers). This allowed assessment data to be analysed and the gaps in learning could be targeted in planning and interventions. The assessment data informed which children were given each intervention.	Interventions were up and running earlier than in September 2018. Most PP children received an intervention that supported them in their learning. Some PP children received an intervention that supported them with their behaviour. Due to Covid 19, not all interventions were completed; however, all assessment and intervention data was passed on to the next teacher.	£3000
Teachers/TAs are given time to work 1-1 with children to go over any misconceptions or Pre-Teach so children understanding concepts before lessons	Feedback	Most class teachers timetabled in time where they could work closely with the children to address misconceptions. In some year groups, time was timetabled in for the teacher to go through children's writing giving them 1:1 feedback on extended pieces of writing. Pre-teaching concepts was carried out by TAs in some year groups. 77% of pupils accessing these sessions then went on to achieving ARE.	This will be continued to be done in 2020-21.	£8000
C) To improve and continue to develop the effectiveness of leadership so PP children's progress is tracked and monitored by Intervention Managers in KS1, Lower KS2 and Upper KS2 (School Improvement Priority 5)				
Lesson observation/drop ins/pupil interview and work scrutiny outcomes to demonstrate good	To monitor the progress of PP children during lesson observations to ensure the	Monitoring was carried out by Intervention Managers in Autumn and Spring Term. This was done through drop ins in both lessons and interventions. Work scrutiny and pupil interviews were carried out. Where PP children were not accessing an intervention, feedback was given to class	Due to the Covid-19 school closures, the monitoring carried out was only partially implemented in the Autumn and Spring Term. Therefore, this will be continued to be embedded in 2020-21.	£3,500



provision for PP children	provision matches their needs	teachers to ensure an appropriate intervention was put in place. PP children in EYFS, KS1 and UKS2 were able to talk positively about how interventions had supported them in their learning.		
Interventions are focussed on PP children's changing needs so they are able to catch up with their peers	Intervention Managers to check progress of pupil premium children after each data drop Intervention Managers to check plans are being adhered to	Intervention Managers were given leadership time to analyse data and scrutinise intervention timetables and plans. This ensured the correct children were receiving suitable interventions allowing them to catch up with their peers.	Due to the Covid-19 school closures, not all interventions were completed. Assessment and intervention data was passed on to the next teacher, which allowed for interventions to be continued in September 2020. This will continue for 2020-21.	Included in above amount

Total cost for Quality First Teaching:				£14,500
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B) To improve standards and outcomes in English so that PP children close the gap with non-PP children in reading and writing (School Improvement Priority 2)

PP children's gaps in reading and writing are identified and support is in place according to need, every half term	Class teachers to identify which PP children require additional support in reading and writing, using Assessment information and gap analysis	The NFER gap analysis test analysis tool was used by teachers to identify which reading domains pupils needed extra support with. These became the focus of reading comprehension groups to help support pupils in their learning.	This will continue for 2020-21 alongside the new assessment tracking system (OTrack).	£2500
PP children who are behind in reading catch up with their peers	PP children who are behind in reading are read with daily at school	In most year groups, PP children who are identified as being behind are read with daily.	Due to a reduction in staffing levels in 2019-2020 (Covid-19 school closures), this is something that needs to be carried on for 2020-21. Furthermore, with staff strictly working in bubbles, time needs to be allocated to ensure PP children as read with daily.	£5000
Children's reading age catches up with or exceeds	Switch On Reading Speed Reading	Interventions were put in place in Autumn 1. The assessment data was regularly reviewed. Pupils made varying degrees of progress in inference intervention with some children	Continue this intervention next year. Speed read has been ran as a 1:1 intervention. In some circumstances, it	£5000 £3000 £3000



their chronological age	Inference intervention Reading comprehension	improving in reading age by 1 year. However, some pupils' poor school attendance resulted in them missing the intervention group. This information was passed on to the next class teacher. 29 children accessed the speed read intervention in KS2. All children increased their reading speed to over 100wpm reading age appropriate texts.	may be possible to have 2:1; therefore, more children are accessing this intervention.	£2,000
Children achieve a score above 95, so their speaking and listening matches their chronological age	Language Links	6 children accessed the language links intervention. Due to Covid19, this intervention was not completed; however, the assessment data has been passed on to the next teacher.	This intervention was used with KS1 children. It is an intervention that could continue to be used in this key stage in 2020-21.	£3,000
Children's language and communication in EYFS is in line with age-related expectations	Language and communication intervention	9 children accessed a Speaking, listening and attention intervention. 3 children made progress gains of 2 steps, and 6 children made progress gains of 1 step.	Continue to run this intervention in 2020-21.	£2,000
Children's comprehension skills improve so children achieve age-related expectations for their year group	Group guided reading intervention	22 pupils has extra support with their reading comprehension. Most of these pupils made good progress. Notably one child in Year 6 made 11 scaled score points progress and two Year 6 children made 10 scaled score points progress.	Continue to run this intervention in 2020-21.	Included in figure above.
Children make good progress in phonics so they successfully pass the Year 1/2 phonics screening check	Phonics	31 pupils accessed phonic interventions: some through small group phonic interventions, others through targeted 1:1 phonic support. In the phonics screening, 69% (9/13) of the PP children passed. This was an increase of 25% on the previous year.	Continue to run this intervention in 2020-21.	£6,500
Children in Year 3/4 who failed the phonics screening receive support to improve their phonics and whole word reading ability	Phonics	12 children in Year 3 and 4 received extra support for phonics and whole word reading. All children improved their scores. On average, children made progress of 3 steps. Notably, one child improved by 7 steps.	Continue to run this intervention in 2020-21. Further training for Read Write Inc.	£1,000



Children achieve age-related expectations in writing	Writing interventions (including grammar and spelling)	18 children in Upper Key Stage 2 received a writing intervention. 94% of these children achieved age related expectations in writing.	Start this intervention earlier in the year. Continue to run this intervention in 2020 – 21.	£1,000
	Fine motor skills group	27 children accessed a grammar intervention. This support them to understand key grammatical terms that could be applied in their writing. Due to Covid-19 school closure, this intervention could not be completed.		£1,000
		10 children accessed a spelling intervention in the Spring Term. Due to Covid-19 school closure, this intervention could not be completed.		£800
Additional targeted support - Maths				
Targeted Children catch up with their Number Age	Maths pre-teaching 5 minute number box	<p>Year 1: 8 children accessed the 5 minute number box. However, due to Covid-19, the children did not complete this intervention.</p> <p>Year 6: 9 children received pre-teaching in maths. Pre-teach maths group. In this group 6/9 children (66%) went on to achieve ARE in maths.</p>	Continue this in 2020-21.	£2,000
Children achieve ARE targets for their year group in maths	Small group maths intervention	<p>60 children throughout the school received extra support through small maths booster intervention. Due to Covid-19 school closures, some groups did not have exit data. 32 children completed this intervention with 72% improving their test scores.</p> <p>56 children received extra support in arithmetic. 90% of children improved their arithmetic score in test situations, with a number of children achieving a 100% increase from their initial score.</p>	Continue this in 2020-21.	£2,500
Children achieve above ARE in maths	Small group maths intervention	29 children in Upper Key Stage 2 accessed a GD maths group. 83% of the children went on to achieve a greater depth score in their maths assessment.	Continue this in 2020-21.	£1,000
Total cost for specific learning interventions				£41,300



D) Attendance and Behaviour				
Desired outcome	Chosen action / approach	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
Attendance				
Pupil premium children's attendance is at least 96%	CFSW to work closely with the PP families	Due to Covid-19 school closures there was a decrease in the whole school attendance. The CFSW worked closely with all families who needed support during this time. Regular phone calls were also made by SLT and teacher to support parents with remote learning.	The CFSW will continue to monitor (with the support of SLT) and support families regarding school attendance.	£3,000
Behaviour				
Children's self-confidence improves and they are able to access learning in the classroom more effectively	Happy to be me	11 children accessed the Happy to me group. EYFS: 3 children who on average increased their happiness score by 10 points. Year 1: 1 child who remained the same on his happiness score. Year 4: 8 children did not complete the group prior to school closure.	These interventions will be continued in 2020-21.	£80 resources + Child and Family Support Worker
	Brick buddies	4 children accessed the Brick buddies group to support them with their self-confidence. 75% of the group improved their confidence scores on how positive they felt about themselves.		
Children's emotional well-being is cared for so they access learning in the classroom more effectively	Friendship Matters	4 children in Year 4 accessed the Friendship Matter group. 50% of the group improved their scaled score by at least 3 points.	These interventions will be continued in 2020-21.	£100 resources + Child and Family Support Worker
	Scrapbook	3 children, whose parents work in the armed forces, regularly spent time with the CFSW to produce a scrapbook of things that were happening in their life. This helped them to express and talk through their emotions.		
Parents can support children at home in terms of learning and behaviour.	Parental support, Family learning	The CFSW supported parents by completing home visits regarding attendance, behaviour, sleep, routines, emotional well-being and health. On occasions where parents required additional support, the CFSW attended medical appointments	This will be continued in 2020-21.	Child and Family Support Worker.

<p>Parents feel supported by the school.</p>	<p>Workshops: 123 Magic</p>	<p>with parents and helped them to complete forms which enabled them to receive additional support externally. Many parents contacted the CFSW both on the telephone, face-to-face and on the playground to ask for support with a wide range of issues. This enabled a smoother transition for children into their learning in school.</p> <p>The CFSW has run individual sessions to parents who have struggled to attend the groups. 5 parents accessed the 123 Magic intervention, which supports them with their child's behaviour at home and enables school to use similar sanctions and rewards, so the children have the same approach as far as possible. Parents have commented on their child's behaviour at home has become better because they have changed their approach towards challenging behaviour through a more positive approach. This has also had an impact on the children's behaviour and learning at school.</p> <p>Due to Covid- 19 school closure, learning resources were sent home to support children with their work. For example, exercise books, resources and equipment to complete their work etc.</p>		<p>£2,000</p>
<p>To improve children's physical development and improve their confidence and self-esteem</p>	<p>Funfit</p>	<p>7 children throughout KS2 have received this intervention. All the children accessing this intervention improved their score from their starting point. The Funfit helped the children to feel ready and motivated to start their learning in the morning.</p>	<p>This will be continued in 2020 -21.</p>	<p>£1,000</p>
<p>To ensure good communication between home and school so our families are supported effectively</p>	<p>Mobile telephone for CFSW</p>	<p>The CFSW can be contacted directly by parents during school time. This has helped to build effective relationships between home and school.</p>	<p>This will be continued in 2020 -21.</p>	<p>£600</p>
<p>Total cost for Attendance and Behaviour interventions</p>				<p>£43,100</p>



i. Wider Opportunities				
Desired outcome	Chosen action / approach	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
56/76 pupil premium children have benefitted from access to Wider Opportunities funding this year. We actively aim to provide children with this resource, especially if they do not require learning interventions.				
Children are fitter and their confidence levels rise	Sports after-school clubs	Each night after school sports clubs have been provided and pupil premium children have been allocated funding for these. 8 of these children have attended at least one sports clubs this year.	To ensure more pupil premium children engage in the after school clubs, more communication with pupil premium children's parents will be needed. This will continue in 2020-21 (where Covid-19 restrictions allow).	£1,000
Children are fitter and their confidence levels rise	Residential visits	Due to the Covid-19, no residential trips or holidays were allowed to go ahead.	This will continue in 2020-21.	£0
Children attend educational visits	Educational visits	Throughout the year we have allocated pupil premium funding for off-site visits for all pupil premium children. This year, 26 children received a part or full contribution for educational visits from the pupil premium grant.	This will continue in 2020-21.	£374.35
Children learn musical instruments	Music lessons	This year, 1 pupil premium child learned a musical instrument during the school day. Their initial set of lessons were funded as part of the school pupil premium budget. After that subsequent lessons were funded by the Local Authority.	This will continue in 2020-21.	£607.50
To ensure families are supported during school holidays	Activity weekend holiday	Due to the Covid-19, no residential trips or holidays were allowed to go ahead.	Look for future opportunities in 2020-21.	£0
Total cost for Wider Opportunities				£1981.85
Total expenditure for 2019-20 (Funding received for 2019-20 = £101,600)				£100,881

B) Case studies of interventions that have shown high impact.

Phonic support – small groups

Following staff training on Read Write Inc., phonics support was put in place to support children through small groups or through 1:1 support. The data indicates that children who received support through small groups achieved higher than those receiving 1:1.

Year 1 – 16 children received support as they were at risk of not achieving age-related expectations. 15 of these children went on to pass the phonics screening check in November 2020.

Year 2 – 15 children received support as they did not pass the phonics screening in Year 1. These children all improved their scores on average by 2 steps. Notably, 3 children made 4 steps progress.

COST = £6,500

Reading Comprehension

By using the NFER gap analysis test analysis tool, teachers were able to identify which reading domains pupils needed extra support with. These became the focus of reading comprehension groups to help support pupils in their learning. 57 children accessed the reading comprehension intervention.

Year 2 – 19 children received support. All children improved their reading comprehension score from their baseline data.

Year 4 – 4 children received support. 3 of the 4 children increased their reading ages by an average of 8 months.

Year 5 – 12 children received support. 3 children completed the intervention prior to school closure. On average, the standardised scores increased by 7.

Year 6 – 22 children received support. 9 children completed the intervention prior to school closure. On average, the standardised scores increased by 6.

COST = £2,000

Speed Read

Following further staff training, the speed reading intervention was put in place throughout Key Stage 2. Whilst not all interventions were completed prior to school closing in March 2020, 29 children accessed this intervention and all made good gains in their reading speeds. Only 16 children completed the intervention prior to the school closure and all achieved reading speeds greater than 108 words per minute (wpm). The average wpm increased from 104 to 140.

Year 3 – 4 children – This intervention started in January 2020, but was unable to continue due to Covid 19.

Year 4 - 4 children - The children who completed this intervention were able to read greater than 120wpm by the end, with some having started at under 100wpm.

Year 5 – 10 children – The children who completed this intervention on average increased their reading speed by 45 wpm.

Year 6 - 11 children - The children who completed this intervention on average increased their reading speed by 60 wpm.

COST = £3,000