



Pupil Premium Strategy Statement and Review

Hucknall National C of E Primary School 2019-20

What is the Pupil Premium?

The pupil premium was introduced in April 2011 to provide additional funding specifically for disadvantaged pupils. The amount provided has grown over the years to total £1,320 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?

Here 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 October 2019, 81 of our 413 pupils were classified as Pupil Premium. This is 20% of our children (compared to the National average of 23% in 2019). This year, each child receives £1,320. A total of £99,000 has been allocated between April 2019 and April 2020. We also received £2,300 for 'Looked After' Pupils and £300 for children whose parents work in the armed services. This equates to £101,600. in total.

Current Cohort of pupils at Hucknall National	Number of pupils	Non-Pupil Premium	Pupil Premium	% Pupil Premium
Year EYFS	59	55	5	8%
Year 1	60	51	9	15%
Year 2	59	48	11	19%
Year 3	57	46	11	19%
Year 4	60	46	14	23%
Year 5	60	46	14	23%
Year 6	60	43	17	28%
Total Cohort	415	342	81	20%



1. Summary information

Total number of pupils (October 2019)	413	Number of pupils eligible for PP (October 2019)	81	Total PP Budget allocated (April 2018-April 2019):	£101,600
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2. Performance Indicators

	<i>Year 6 Pupils eligible for PP at Hucknall National – Summer 2018 (16 children)</i>	<i>Pupils not eligible for PP at Hucknall National (41)</i>	<i>Pupils not eligible for PP Nationally</i>
% achieving expected standard in Reading, Writing and Maths combined	19%	59%	71%
Reading scale score	95.9	102.1	105.5
GPS scale score	98.3	104.6	107.4
Maths scale score	97.4	105.7	106.1
Reading progress score	-2.99	-2.74	0.32
Writing progress score	0.51	-0.07	0.27
Maths progress score	-1.68	0.21	0.37
Attendance	94%	96%	96%

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 2)
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)

External barriers

D	To improve the attendance of specific Pupil Premium families
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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 2)	At least 75% of Pupil Premium children to achieve Age Related Expectations or above in Reading (19% of our Pupil Premium achieved this in Reading 2019 and 38% achieved this in Writing in 2019 – the National result for Pupil Premium children in Reading in 2019 was 78% and for Writing was 83%)
C.	PP children's progress will be carefully monitored (School Improvement Priority 4)	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.	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%	Pupil Premium children's attendance should to be over 96% (94% in 2018, 94% in 2019)



4. Planned expenditure

Academic year 2019-20

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	1-1 Feedback between teacher and pupil +8 months - £8000	Monitor the % of pupil achieving Age Related Expectations	Class Teachers/TAs	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 5)					
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 check plans are being adhered to		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.
Total budgeted cost for Quality First Teaching					£12,000



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 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		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	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	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 +4 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 Screen	Phonics	Small group/individual intervention to catch up Phonics knowledge gaps +4 months - £5000	Monitoring Phonics	Phonics Lead and Intervention Managers	After each Read, Write Inc Assessment



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 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	Small group writing interventions +4 months - £2000	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	1stClass@ Number	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 ARE 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 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 6 teachers	Half Termly
Total Planned Expenditure for Specific Learning Interventions					£46,000



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 the attendance of specific Pupil Premium families					
Pupil Premium Children's attendance is at least 96%	Attendance	Target the attendance of Pupil Premium children with attendance below 90% Seek support from the LA £1,000	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
Behaviour Interventions					
Children's self-confidence improves and they are able to access learning in the classroom more effectively	Happy to Be Me	Small group work supporting children's emotional development +4 months - £100 - resources	Monitoring	CFSW	Half Termly
Children's emotional well-being is cared for so they access learning in the classroom more effectively	Nurture	1-1 support for children needing emotional support +4 months - £200 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	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 improve children's physical development and improve their confidence and self-esteem	Funfit	This is a physical intervention, which takes place each morning before school for approximately 2 months - £1000	Monitoring the motor skills before and after the interventions	Teaching Assistant trained in Funfit	After intervention
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		CFSW	
Total Planned Expenditure for Behaviour and Attendance Intervention (including the cost of CFSW)					£37,900



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	Sports After School Clubs	Children take part in after school sports, led by our Coach for free +2 months - £7000	Review the take up of PP children in After School Clubs - target pupils to attend	PE Lead/Sports Coach	Half Termly
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	Office Manager	Half Termly
Children take part in residential trips	Residential visits	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	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	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	Activity Weekend Holiday	2 Pupil Premium families had a weekend away on an activity holiday. This has really helped our relationship with these families and has enabled a stronger focus on learning on the return to school. +3 months £700		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	After school 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 £12,600

**Total Expected Expenditure for 2019-20 = £108,500
(Funding received for 2019-20 =£101,600)**



5. Review of expenditure *in 2018/ 19*

i. 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
Pupil Premium children who are falling behind have their learning gaps closed swiftly so they make good progress according to their starting points.	CTs identify gaps in learning quickly and plan to fill them swiftly	Class teachers were fully aware of the needs of their children and interventions were swiftly put into place.	Not all PP children had their gaps closed over-time because interventions did not always happen consistently. In 2019-20 Intervention Managers will be in place in phases, so they each are responsible for making sure 2-4 classes of children are receiving regular intervention.	£1000
Children's progress is tracked more consistently across the school to ensure gaps can be closed more rapidly	New suite of standardised tests	Children's progress was tracked more carefully over time, and now we have a standard expectation across the school which we can measure from – for all pupils.	The Standardised Scores will continue to be used in 2019-20	£6000
At least 75% of Pupil Premium children to achieve Age Related Expectations or above in Reading (50% of Pupil Premium achieved this in 2017 and 2018 National for Pupil Premium 80% in 2018)	Forever Reading Training for all staff	The training was given to staff and Lesson Observations showed the impact was good in terms of the quality of teaching. However, there was not enough time to see a full reflection of the training in the data outcomes in Year 6. Y2 Reading for Pupil Premium children in 2019 was 38% Y6 Reading for Pupil Premium children in 2019 was 19%	Reading is a priority on the School Improvement Plan in 2019-20	£3000
At least 75% of Pupil Premium children achieve Age Related Expectations or above in English	'No Nonsense Spelling' scheme is consistently implemented across the school	50% of children achieved ARE in Grammar and Spelling in 2018-19		£1500



Grammar, Punctuation and Spelling				
In Maths 75% of pupils achieve ARE - a rise to be in line with National (2018) in all year groups	Embed Power Maths in KS1/New Calculation Policy in Key Stage 2	Power Maths and the New Calculation Policy were embedded. In Year 2, 25% of Pupil Premium achieved the expected standard in Maths in 2019 In Year 6, 38% of Pupil Premium children achieved the expected standard in Maths in 2019	Due to the improvements in Maths progress, Maths is no longer a priority on the School Improvement Plan in 2019-20, but the Maths Lead continues to monitor the Power Maths and the Calculation Policy in 2019-20. In addition, Maths interventions will still be used for catch up.	£1500
Teachers work 1-1 with children to go over any misconceptions or Pre-Teach so children understanding concepts before lessons	Feedback	Teacher-Pupil feedback is now a regular feature of our marking and assessment. Increasingly staff are using pre-teaching to address new concepts before they are included in lessons.	Teacher-Pupil feedback was really successful and will continue to appear as a form of swift intervention in 2019-20	£8000
The Pupil Premium gaps to close by 40%	Pupil Premium Lead Training Pupil Progress meetings	Training on closing the gap for PP children by Daniel Sobel was accessed by the Pupil Premium Lead. As a consequence, 53 children were identified across the school to receive an Intervention Action Plan during the Spring Term, for 6 weeks. 22 of these children were Pupil Premium. Teachers worked with parents and children to identify the main issues preventing the child from making progress and they made a plan together to overcome this. Targets were aimed at closing gaps in learning, attendance and attitude. Of the 53 children 37 (70%) achieved all the targets set, 10 (19%) achieved some of the targets and 6 (11%) achieved none of the targets. The 17 Pupil Premium children who were involved in the strategy from Year 2 to Year 6 had the following increases in their Standardised/Scaled Score between December and July: Maths: 3 added to their Standardised Score; Reading: 4 added to their Standardised Score; Writing: 3 children moved up from Below Age Related Expectations to Age Related Expectations – all other children remained at the same level.	The targets which were not achieved were generally too broad to achieve in the space of 6 weeks, and this will become part of the training for staff during 2019-20. Overall the impact of the Action Plans was extremely positive and by addressing the generation of more succinct, SMART targets, it would be a good idea to repeat the Intervention Action Plans again – perhaps with a group of 4 children (2PP) per class per term.	£1,224
			Total cost of Quality First Teaching	£22,224



ii. Learning Interventions

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
Maths Interventions				
Targeted Children catch up with their Number Age	1stClass@Number	8 children in Year 2 received 1 st Class@Number. This intervention is for children whose Number Age is below their Chronological Age. 4 of the children went on to achieved Age Related Expectations in their Y2 SATS.	In 2019 the intervention needs to start sooner, so those children still requiring intervention after Christmas have chance before the end of the year.	£955
Children achieve ARE targets for their year group in Maths	Small group Maths intervention	The following groups of children completed Maths Booster and the results were as follows: In EYFS, 10 children – average improvement of 4 or 5 stages Y1 – 14 children – average improvement of 11 additional achieved statements on the Year 1 curriculum. Y3 – 9 children – average improvement of 12 extra marks in practise tests, after 6 months of support Y5 – 24 children – average improvement of 1 to 2 on the Standardised Scores during assessments – this impact was less due to inconsistency in timetabling Y6 – 9 children – average improvement of 7 on the Standardised Score.	Pupil Premium children must be prioritised when completing any interventions, as these worked effectively but they could have more impact on PP children.	£5931
Children achieve Above Age-Related Expectations in Maths	Small group Maths intervention	24 children in Year 6 and 3 children in Y5, who were either expected to achieve Greater Depth in their SATS or had the potential to achieve this higher standard were given additional Arithmetic support. These children were then used as lead learners for other children in the year group. In Y5 the average improvement in Standardised Score was 8 points, with one of these children achieving Greater Depth in the Y5 end of year test. In Y6 the average improvement in Scaled Score was 9 points, with 8 children achieving Greater Depth in their SATS test.	This intervention was effective and will be included in 2019-20 – ensuring PP children are prioritised.	£996
Total for Maths Interventions				£7,882



English Interventions				
Children can using Phonic skills to decode words and pass the Phonics Screens	Phonics	32 children received Phonics support. Y1 – 13/17 passed the screen. Y2 – 8/9 achieved a pass in the retest. Y3 - 5 children continued to work on Phonics as they did not pass the re-test during Year 2. On average they increased the Phonics band by 3 levels and all of them achieved a level which would suggest they would have achieved the Y2 Phonics Re-test if they had taken it.	Phonics Intervention continues to be successful and will continue in 2019-20	£8,899
Children's Reading Age catches up with or exceeds their chronological age	Switch On Reading/ Writing 1-1	16 children received this intervention. All of these pupils were in Year 2, 3 or 4. The average increase in Reading Age was 10 months.	Switch On will be include in the interventions in 2019-20	£7,416
Children's language and Communication in EYFS/Y1 is in line with Age Related Expectations	Language Links Speaking, Listening and Attention	9 pupils received Language Links - the average increase in score was 4 points on the Standardised Scale. Two of these children are now at the level expected for their age. 15 children received the Speaking, Listening and Attention intervention, which on average improved in their language development by 7 stages on the EYFS Profile. Five of these children achieved the Early Learning Goal as a result.	Those children in Y1 who did not achieve the level expected for their age will continue to receive intervention in Y1. The children in EYFS will be assessed again at the start of 2019-20 to ensure we rapidly close any language gaps identified.	£3,337
Children's Comprehension Skills improve so children achieve Age Related Expectations for their year group	Group Guided Reading	16 EYFS children were given additional reading support. On average the children made 5 levels of progress during this intervention. 45 children in KS1 and KS2 received additional reading support. On average this increased the score in Standardised tests by between 6 and 8 points.	Reading Comprehension Groups were effective and will be included in 2019-20.	£3,597
Children can read tricky words which are not decodable via phonics.	Key Word Reading/ Look and Say/ 5 Minute Box	22 children received Key Word Reading. On average by the end of the intervention the children could each read an additional 44 words. 2 children received Look and Say in Year 4 in order to support their reading further as they did not pass the Phonics Screen in Y1 or 2. These children could read and extra 55 words as a result of the intervention. 9 Year 1 children completed 5 Minute Number Box – as a result they achieved an additional 12 targets on their assessment.	These interventions were successful and will continue in 2019-20.	£3,300



Identified children close their reading gaps so they have a Reading Age which is the same as or better than their Chronological Age	Inference Interventions	This was a new intervention, following on from our School Improvement Plan during 2017-18. 36 children received this support in Key Stage 2. In Year 4 and there was an average improvement of 11 months for these pupils and in Year 6 the children on average scored 5 additional points on their Scaled Score in the Sats tests.	This intervention will continue in 2019-20 and Pupil Premium children will be targeted first.	£2,447
Children whose Reading Speed prevents them from completing Comprehension tests within the time given are able to finish the test and achieved Age Related Expectations	Speed Reading	This was a new intervention which was first trialled in Year 6, 7 children received this with the aim of achieving above the 150 words per minute which is recommended for Year 6 pupils. On average these children became able to read 53 more words per minute.	This was successful and will be cascaded into other year groups in 2019-20.	£741
Children close the gap with their peers in Writing	Writing Intervention	14 children in EYFS received Writing support. The average improvement for these children was 5 levels in the EYFS Profile.	This intervention will continue in 2019-20	£649
Children close the gap with their peers in Grammar, Punctuation and Spelling	GPS Intervention	7 children in Year 6 received additional EGPS support as they had Scaled Scores below 100 and they require 105 in order to achieve Age Related during their SATS. The average increase in Standardised Score as a result of this intervention was 5 points. Unfortunately only one of the children achieved Age Related Expectations as a result.	This intervention will continue in 2019-20, but will be started in the Autumn term, rather than the Spring term.	£927
EYFS children are given resources at home to support their school learning	Welcome Packs for Pupil Premium new starters	5 Pupil Premium children received a starter pack consisting of resources which would help them at home with English and Maths learning.	Starter Packs may be part of our plan in 2019-20	£250
Total English Interventions				£31,563
Behaviour and Attendance Interventions				
Pupil Premium Children's attendance is at least 96%	Attendance	Attendance for Pupil Premium children dropped this year and was 93.6% for the whole year, which is lower than in 2017-18. There was a drop for all pupils but action will be taken swiftly to re-address this.	Families with poorer attendance will be monitored more closely in 2019-20. The CFSW will make home visits to families with poor attendance. There will be attendance panels, contact with the LA and fines if necessary.	Child and Family Support Worker



<p>Children's self-confidence improves and they are able to access learning in the classroom more effectively</p>	<p>Happy to Be Me</p>	<p>This intervention lasts for 6 weeks and is designed to improve children's self-esteem. Children are selected by teaching staff, according to who needs more confidence. The aim is that we raise the children's self-image first and then they will become more confident learners back in the classroom. This year 10 children (11 Pupil Premium) received this intervention. On average the children's happiness score improved by 6 from the initial assessment, to the final assessment 6 weeks later. The children included all showed increased confidence levels as a result of this intervention.</p>	<p>During 2019-20 this intervention will be rolled out across the year as it has once again been really successful.</p>	<p>£100 – resources Child and Family Support Worker</p>
<p>Children's emotional well-being is cared for so they are able to access learning in the classroom more effectively</p>	<p>Nurture</p>	<p>Nurture was used in a bespoke manner for children across the school this year, according to their individual needs. We focus on the social and emotional needs of the children first so they are in a better place to learn. The number of children across the school who received this support has not been measured as it is on an ad hoc basis. 18 Pupil Premium children received this support over the year.</p>	<p>During 2019-20 we will again use this highly successful intervention to support the needs of our children.</p>	<p>Child and Family Support Worker</p>
<p>Parents can support children at home in terms of learning and behaviour. Parents feel supported by the school.</p>	<p>Parental Support Family Learning Workshops</p>	<p>4 Pupil Premium parents have attended 123 Magic training. This 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.</p> <p>5 Pupil Premium parents have taken part in English accredited training, 5 took part in ICT accredited training and 2 parents in supporting children at home with crafts. These courses support parents' own development and also help them to support their own child, using the same kind of strategies we use in school.</p>	<p>Both of these packages last for a few weeks and once again have proven popular with the parents. We will continue to offer such support during 2019-20.</p>	<p>£200 Child and Family Support Worker</p>
<p>Parents and children learn together</p>	<p>Family Learning Activities</p>	<p>This year each school holiday families were invited to attend workshops at school. These included Gardening, Christmas Crafts, Easter Crafts and Summer Crafts.</p>	<p>This will continue in 2019-20</p>	<p>£222 Child and Family Support Worker</p>
<p>Parents can support children at home in terms of learning and behaviour. Parents feel supported by the school.</p>	<p>Home visits/medical appointments/supporting parents/behaviour support at school and via</p>	<p>Our Child and Family Support Worker has a very strong relationship with parents and is on hand to support them and our children throughout the year. By supporting our families so closely we can help our children do well at school too. This year 44 parents of Pupil Premium children alone have been supported in this way – on more than one occasion. 12 parents have received home visits have been carried out to our Pupil Premium families.</p>	<p>This level of support will continue in 2019-20.</p>	<p>Child and Family Support Worker</p>



	telephone conversations/tr ansportation to school	In addition, for various reasons, 17 families have been transported to and from school and to and from appointments or to and from school throughout the year.		
To improve children's physical development and improve their confidence and self-esteem	Funfit	7 Pupil Premium children took part in this physical intervention, each morning before school for approximately 2 months. It had a really positive effect on them in that they all achieved 6 or 7 of the gross motor targets set. In addition it gave them a positive entry into school and enabled them to be more confident as they approach the learning in their classroom.	During 2018-19 it is envisaged it will be repeated for more children.	£850
			Total Behaviour and Attendance	£35,972

iii. 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. 11 of these children have attended at least one sports clubs this year	This will continue in 2019-20	£6000
Children are fitter and their confidence levels rise	Residential visits	This year 10 Pupil Premium children have been given the opportunity to attend over-night residential visits, in Year 4, 5 and 6.	This will continue in 2019-20	£2661
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 25 children were in receipt of this funding.	This will continue in 2019-20	£398
Children learn musical instruments	Music Lessons	This year 2 Pupil Premium children 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. In addition, 8 Pupil Premium children took part in the Young Voices concert at Sheffield Arena.	This will continue in 2019-20	£1215
Children represent the school in sports after school	After-School Sports	We have the Gold Award for School Sports. Pupil Premium children have represented our school to achieve this commendation.	This will continue in 2019-20	£5,000



Targeted pupils receive extra experiences	Visits	This year 4 Pupil Premium children went on educational visits with our Child and Family Support Worker. These visits enable the children to socialise and communicate with their peers in an environment away from school. The children have been on the following visits: Sundown, Wheelgate, Garden Centre, White Post Farm the Pet Shop.	This will continue in 2019-20	£200
To ensure families are supported during school holidays	Activity Weekend Holiday	5 Pupil Premium families attended activity holiday weekends at Centre Parcs and PGL. This has really helped our relationship with these families and has enabled a stronger focus on learning on the return to school.	This will continue in 2019-20	£600
			Total Wider Opportunities	£17,874
			Total Expenditure for 2018-19 (Funding received for 2018-19 =£105,206	£107,633

6. Case studies of intervention that have shown high impact.

Phonics Review 2018-19

32 children received Phonics support.

Y1 – 113/7 children who received this intervention passed the Year 1 Phonics Screen.

Y2 – 8/9 children who did not pass the screen during Year 1 passed the re-screen as a result of this intervention.

Y3 - 5 children continued to work on Phonics as they did not pass the re-test during Year 2. These children also completed whole-word reading interventions as for some Phonics was not their preferred learning style. On average they increased the Phonics band by 3 levels and all of them achieved a level which would suggest they would have achieved the Y2 Phonics Re-test if they had taken it.

COST = £8,899

Inference Intervention 2018-19

This was a new intervention, following on from our School Improvement Plan training during 2017-18. As Reading continued to be an area of focus in our 2018-19 School Improvement Plan, this training was cascaded to enable the most appropriate support to be given to those children who are behind in their Reading. 18 children in Year 4 (2 Pupil Premium), 8 children (3 Pupil Premium) in Year 5 and 10 children (5 Pupil Premium) in Year 6 completed this intervention. The progress was as follows:

Year 4 – 9.7 months Reading Age Progress

Year 5 – 12 months Reading Age Progress

Year 6 – 5 additional points on the Scaled Score in the Sats tests – 4 of these children achieved ARE

COST = £2447

Speaking, Listening and Attention Intervention in EYFS

Following on from Language training for some of our EYFS team during the last academic year, we used this intervention to close the language gaps for our children as soon as possible. 15 children (2 PP) received this intervention and on average these children improved in their language development by 7 stages. Five of these children achieved the Early Learning Goal as a result. COST= £1669