



As a result of the Coronavirus (COVID-19) all schools in England remained shut from March until their re-opening. National Primary assessments have been withdrawn and Teacher Assessments have been used to make judgements about end of year pupil attainment.

Pupil Premium Report and Strategy Statement

In Birley Spa Primary Academy, we endeavour to fulfil the Pupil Premium Policy set out by the L.E.A.D Academy Trust by deploying the following Trust strategies to diminish the difference in attainment for pupils in receipt of the Pupil Premium funding.

- clear, responsive leadership
- having a whole-school ethos of attainment for all
- addressing behaviours for learning and conduct behaviours that prevent pupils from learning
- monitoring and addressing low attendance
- facilitating high quality teaching for all through continued professional development of staff.
- meeting individual learning needs including those pupils who are the most-able and seemingly need no support
- deploying staff effectively, both teaching and support staff
- using pupil progress data to inform the planning of interventions and provision.

Each Academy reviews the barriers and outcomes for the pupils in receipt of Pupil Premium to understand the strategies that they to use to raise attainment. Each Academy explains their rationale for choosing the strategies and provides a cost breakdown. If you wish this statement to be explained, then please ask to speak with Pupil Premium Leader via the main office. If you wish to find out more about the DfE policy for Pupil Premium then follow this link: <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

1. Summary information 2019-20					
Academy	Birley Spa Primary Academy				
Pupil Premium Leader	Louise Pink				
Academic Year	2019/2020	Total PP budget	£163,000	Date of most recent PP Review	June 2020



Total number of pupils	423	Number of pupils eligible for PP	134	Date for next internal review of this strategy	September 2020
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Pupil Premium Report Academic Year 2019-20 End of Summer Term

Review of impact of Quality First Teaching and Interventions

Year Group	Numbers of Pupils eligible for Pupil Premium/ percentage	Cost of initiatives/ projects	Achievement Review and Evaluation of Impact	Next Steps
R	9 22 %	<p>Additional resources for writing in particular for the outdoor provision £500</p> <p>1 x TA 10 mins x 3 per week. £550</p> <p>20 mins daily with TA £1836</p> <p>20 mins daily Lunchtime supervisors £2164</p> <p>1 x TA 10 mins x 5 per week.</p>	<p>Early Years Foundation Stage children are expected to reach a Good Level of Development by the end of the academic year.</p> <p>Based on Teacher Assessments for July 2020 children eligible for Pupil Premium have made good progress in Reading and Maths In Writing progress was not as strong as all other pupils and this needs to be a focus for next year.</p> <p>Attendance: Pupil Premium 86.9% Non-PP 91.2%</p> <p>Persistent Absence: Pupil Premium 55% Non-PP 31%</p> <p><u>Communication Intervention</u> PP group have small group delivery with highly trained staff. Impact positive with group making good progress from starting point. Language difference identified at baseline assessment.</p> <p><u>Reading programme</u> Group 5 x weekly to pre-teach sound awareness and engage children in active phonics and auditory memory activities.</p>	<ul style="list-style-type: none"> • Writing is the area where children made the least progress. Barriers to learning in school relate to insufficient opportunities for modelled writing and opportunities for sustained writing. • External barriers relate to attendance and exposure to writing by adults. Pupil Premium group. Focus of intervention will also include a writing project.



		<p>£1000 Books to support phonics teaching</p> <p>£500 Home visits before starting school</p> <p>£500 Parent workshops</p> <p>£200 LEAP programme 2 hrs per week.</p> <p>£1101</p>		<ul style="list-style-type: none"> • Look at research on the EEF to develop early intervention initiatives for basic skills. • Explore strategies for improving attendance of Pupil Premium pupils.
1	14 24%	<p>Cost of CPD for Oracy 21 champion £500</p> <p>Cost of CPD for Oracy 21 champion to disseminate to year group colleague £500</p> <p>Cover costs for Oracy 21 champion £825</p> <p>1 x TA 20 mins 3x per week. phonics £550</p>	<p>In Year 1 Pupils are assessed in Reading, writing, grammar, punctuation and spelling and in mathematics. Pupils are expected to meet the expected age related standard (ARE) and for some pupils they will show that they are working at greater depth (GD). These are teacher assessments. Year 1 pupils are expected to pass a national phonics screening check. This a short assessment which checks if your child knows the first sounds and blends of sounds.</p> <p>Attendance: Pupil Premium 91% Non-PP 95%</p> <p>Persistent Absence: Pupil Premium 35% Non-PP 15%</p> <p>There has not been a Phonic Screening Check for 2020 however</p> <p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in Reading. In reading and writing, they made better progress than non PP children. However, their progress in Maths was not as strong as non-PP children.</p> <p>Attainment for the Pupil Premium group in this year group is lower than the Pupil Premium group in all areas.</p>	<ul style="list-style-type: none"> • Phonics will need to form part of the Catch up programme for the PP group of children, • Look at research on the EEF to develop early intervention initiatives for basic skills. • Explore strategies for improving attendance of Pupil Premium pupils. • Small group Maths interventions • Continuous provision to facilitate application of phonics and



		<p>1:1 reading 1 hr TA per week £1110 TA support for English/maths TA L2 5 hours per week £1786 Small group maths 1 hr TA per week £1110 Daily 1:1 Reading with Lunch time supervisors £3,441.75 Times Tables Rockstars £21.75 Books to support Phonics teaching £500</p>	<p>Evaluation of the strategy</p> <p>The strategy to improve reading has been more successful than in Maths and writing. The gap between the attainment of PP and non PP children is lower in Reading by a significant amount. The difference in attainment between the eligible PP group and non in both Writing and Maths is significantly high and will need to be a focus in the next academic year.</p> <p>The introduction of the Active English strategy has ensured that the gap between both groups is just 5% in SPAG</p>	<p>mathematical knowledge.</p> <ul style="list-style-type: none"> Enhancements within continuous provision to ensure that reading continues to be a priority.
2	24 43%	<p>Active English Annual Cost (Whole School) £2020 Active English Resources £2000 1 x TA 2 x 30 mins per week. Active English £2220</p>	<p>In Year 2 pupils are usually assessed in reading, Writing and mathematics and these results are submitted nationally and compared. These are known as Key Stage 1 assessments. We also test in grammar, punctuation and spelling. These tests provide a starting point to measure progress for the pupils as they move through the school. These are the Teacher Assessments for July 2020 (Be mindful of School Closure due to COVID 19 from March 2020)</p> <p>Attendance: Pupil Premium 89% Non-PP 94% Persistent Absence: Pupil Premium 32% Non-PP 16%</p>	<ul style="list-style-type: none"> Explore strategies for improving attendance of Pupil Premium pupils. Small group Maths interventions Continue with bespoke intervention from



		<p>Daily maths group 1 x TA 1 hr £2753 1:1 reading 1 hr TA per week £1110 TA support for English/maths TA L2 5 hours per week £1786 1 x TA 10 mins x 5 per week. Writing intervention £500 Times Tables Rockstars £21.75 Books to support Phonics teaching £800 Lego intervention 1 x TA 2 hrs £1092</p>	<p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in all areas. They made progress in line with non- PP group in Reading. They made better progress than non PP group in Writing and SPAG and the gap between the PP group and non PP group in Maths progress was only 5%</p> <p>Attainment for the Pupil Premium group in this year group is above the non PP group in Reading Attainment for the Pupil Premium group in this year group is below the non-PP group in writing. Attainment for the Pupil Premium group in this year group is in line with the non PP group in Maths</p> <p>Evaluation of the strategy</p> <p>The daily reading and embedded Guided-reading programme across the year has had a positive impact upon the PP group of children. The bespoke learning programmes for PP children has had a positive impact upon attainment in Maths along with the introduction of Lego Therapy for identified children</p>	<p>PP and SEND children.</p> <ul style="list-style-type: none"> • Pupil Premium group. Focus of intervention will also include a writing project.
3	19 35%	<p>1 x TA 1 hr per day reading £1110 1 x TA half hr per day Active English £550</p>	<p>In Year 3 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments.</p> <p>Attendance: Pupil Premium 93% Non-PP 93% Persistent Absence: Pupil Premium 25 % Non-PP 14 %</p>	<ul style="list-style-type: none"> • Focus upon Active English sessions and Phonics sessions. • Sports Mentoring for Identified children



		<p>Small group maths 1 hr TA per week £1110</p> <p>1 x TA 10 mins x 5 per week. Writing intervention £1000</p> <p>TA support for English/maths TA L2 5 hours per week £1786</p> <p>Times Tables Rockstars £21.75</p> <p>Lego intervention 1 x TA 2 hrs £1092</p>	<p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in Reading, Writing and Maths and only 5% below that of non-PP children.</p> <p>In SPAG progress was not as strong as all other pupils by a significant margin</p> <p>Attainment for the Pupil Premium group in this year group is above the non PP group in Reading</p> <p>Attainment for the Pupil Premium group in this year group is in line the non-PP group in writing.</p> <p>Attainment for the Pupil Premium group in this year group is in line with the non PP group in Maths (+ 1%)</p> <p>Evaluation of the strategy</p> <p>The introduction and embedding of Active English has had a positive impact. Daily 1:1 reading with a focus upon the PP children has had a positive impact. Daily mathematics interventions has been a positive intervention.</p>	<ul style="list-style-type: none"> Bespoke provision for small number of PP children who are also SEND.
4	16 27%	<p>1 x TA half hr per day Active English £1000</p> <p>1 x per hour per child per week music session. £2769</p> <p>1 hr per day 1:1 reading £2753</p> <p>1 x TA 10 mins x 5 per week. Writing intervention £1000</p>	<p>In Year 4 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments.</p> <p>Attendance: Pupil Premium 90% Non-PP 95%</p> <p>Persistent Absence: Pupil Premium 57% Non-PP 15 %</p> <p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in Writing</p> <p>In Reading progress was not as strong as all other pupils, although there was only a gap of 5%</p> <p>In Maths and SPAG progress was not as strong as all other pupils.</p> <p>Attainment for the Pupil Premium group in this year group is below the non PP group in Reading</p>	<ul style="list-style-type: none"> Sports Mentoring for Identified children



		<p>TA support for English/maths TA L2 5 hours per week £1786</p> <p>Small group maths 1 hr TA per week £1110</p> <p>Times Tables Rockstars £21.75</p> <p>Additional CT morning per week. £2500</p> <p>Lego intervention 1 x TA 2 hrs £1092</p>	<p>Attainment for the Pupil Premium group in this year group is below the non-PP group in writing.</p> <p>Attainment for the Pupil Premium group in this year group is below the non-PP group in Maths (+ 1%)</p> <p>Evaluation of the strategy</p> <p>The daily writing intervention led to a positive impact upon writing progress of the PP group with all children making good progress.</p> <p>The daily maths intervention was not as positive. The daily reading interventions were beginning to have a positive impact before the lockdown period.</p>	
5	17 31%	<p>1 x TA half hr per day Active English £1110</p> <p>1 hr per day 1:1 reading £2753</p> <p>Small group maths 1 hr TA per week £1110</p> <p>Times Tables Rockstars £21.75</p> <p>1 x TA 10 mins x 5 per week. Writing intervention £1110</p>	<p>In Year 5 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments.</p> <p>Attendance: Pupil Premium 88% Non-PP 94 %</p> <p>Persistent Absence: Pupil Premium 40 % Non-PP 14 %</p> <p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in Reading and Maths. Progress in Writing and SPAG was not as strong, however this was only 5% less than Reading and SPAG</p> <p>Attainment for the Pupil Premium group in this year group is below the non PP group in Reading</p> <p>Attainment for the Pupil Premium group in this year group is below the non-PP group in writing.</p> <p>Attainment for the Pupil Premium group in this year group is below the non-PP group in Maths</p>	<ul style="list-style-type: none"> Sports Mentoring for Identified children



		<p>1hr per week Curriculum specialist £800</p> <p>TA support for English/maths TA L2 5 hours per week £1786</p> <p>Lego intervention 1 x TA 2 hrs £1092</p>	<p>Evaluation of the strategy</p> <p>All intervention work was impeded by the barrier of Attendance. This was despite additional interventions to support improved attendance including Sports Mentoring and an Alternative provision group established after Christmas. There is also a significant cohort of SEND pupils in this cohort. The PP cohort however made significant progress within the areas of Reading and Maths because of the intervention strategy. Their attainment is also still broadly in line with their PAG data for KS1</p>	
6	26 44%	<p>DHT salary 5 mornings per week £17,68</p> <p>1:1 Reading sessions with PP children daily. 1hr x TA £2753</p> <p>1 x TA half hr per day Active English £1110</p> <p>Times Tables Rockstars £21.75</p> <p>TA support for English/maths TA L2 5 hours per week £3304</p> <p>Lego intervention 1 x TA 2 hrs £1092</p>	<p>In Year 6 the pupils take tests that are externally marked in Reading and Mathematics, Grammar, punctuation and spelling. Writing remains a teacher assessment which if moderated, often by the Local Authority. These tests did not take place in 2020 due to the COVID 19 School Closure. These are the Teacher Assessments.</p> <p>Attendance: Pupil Premium 89% Non-PP 96%</p> <p>Persistent Absence: Pupil Premium 44% Non-PP 12%</p> <p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in Writing and SPAG.</p> <p>Progress in Maths and Reading is not as strong, however was above that of the non PP group.</p> <p>Attainment for the Pupil Premium group in this year group is below the non PP group in Reading</p> <p>Attainment for the Pupil Premium group in this year group is below the non-PP group in writing.</p> <p>Attainment for the Pupil Premium group in this year group is below the non-PP group in Maths</p> <p>Evaluation of the strategy</p> <p>Daily reading and structured maths interventions led to improved progress of the PP group, which was better than that of the non-PP group.</p> <p>Lego Therapy had a positive impact upon the progress of the group.</p>	<ul style="list-style-type: none"> Sports Mentoring for Identified children



		Amendments to Break out space are £200		
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Review and evaluation of the impact of whole school strategies not already mentioned.

Strategy	Number of pupils	Cost	Impact	Next Steps/recommendations
Raise attendance through Introduction of a Parents Forum. Small group work. Sports Mentoring	All years	£20,979	Attendance of PP group was 90% at the point of closure compared with 89% up to the same point the previous year. PA had also shown a slight decrease by 2% from 40% to 38%	Reviews shows that this will need to continue due to the COVID outbreak and the re-engagement of families in compulsory education. There had started to be some improvements week by week
Develop improved behaviours for learning of PP group through Contributions to Breakfast and out of hours after school club for a set amount of time	30	£5900	Significant improvement in behaviour for learning for the majority of the group. No exclusions for any of the children involved.	Continue to monitor attendance and maintain this programme for identified children. This may be affected by the Pandemic in terms of how the children travel to school.
Whole School Drama sessions	All children – each class 1 x per week for half a term	1 x 1hr per week £ 2280	All children engaged well, however the impact did not have as positive an impact as initially thought. Teaching staff were able to adopt strategies employed in other areas of the curriculum and so acted as CPD for staff, which did have a positive impact.	Not an effective use of the PP strategy funding overall. This will not continue in 20/21



Contributions towards Visits and Visitors within school	All PP children	Contribution costs Approx. £5000	All children are able to access the wider curriculum offer and experience a wider cultural experience. All staff reported high levels of engagement from PP children.	An effective strategy which will continue in 2021
Lunchtime club/activity support (Mindfulness, turn taking, SEMH groups.)	Focus upon KS2 PP children Approx. 75 children	Half an hour lunch time activity per TA per day. £12,390	Disruption in afternoon sessions decreased significantly in KS2. Staff reported that the children engaged positively in sessions and were eager to share with friends.	An effective strategy which will continue in 2021
Lego therapy intervention	All PP children	Equipment for Lego Intervention £250 TA time: £5460	TA and SENDco feedback was positive and impact could be seen in lunchtime experiences and the afternoon curriculum sessions. Children were becoming less disruptive and were engaged in all sessions.	An effective use of PP funding which will continue across all year groups in 2020/21

Summary of Proposed Actions for the 2020/21

- **Further develop Quality First Teaching across the Academy to meet the needs of all children.**
- **Raise Attendance figures and reduce PA (Attendance for PP children to be at least 96%- PA reduced to be less than 12%)**
- **Raise attainment in Reading, Writing and Maths.**
- **Development of the curriculum to ensure that children eligible for PP funding achieve in line with and exceed achievement of no PP children.**



Strategy for 2020-21

Based upon the evaluation of the outcomes from the previous academic year, research of projects for raising attainment and our own knowledge of what has worked well in our own academy the following strategy has been agreed:

1. Summary information for 2020-21					
Academy	Birley Spa Primary Academy				
Pupil Premium Leader	Louise Pink				
Academic Year	2020/2021	Total PP budget	£169,211	Date of most recent PP Review	
Total number of pupils	404	Number of pupils eligible for PP	134	Date for next internal review of this strategy	January 2021

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as weak teaching, low attainment of whole cohort, etc)</i>	External barriers <i>(issues which also require action outside school, such as low attendance rates, high new EAL, mobility, social care and safeguarding)</i>
Teaching profile not consistently Good in all classes	Attendance and punctuality inc. (Holidays in term time)
Behaviour for Learning and impact of challenging behaviour	Parental Mental health
Complex and High Need SEND	Increasing number of vulnerable pupils- particularly those accessing outside agencies but not reaching the threshold for Social care.
	Positive engagement of parents.



3. Implementation and/or Impact of the curriculum – separate for each year group as each cohort has its own profile and needs. This could include training to improve the implementation of the curriculum, strategies to engage pupils in specific curriculum areas or interventions to raise attainment in core subjects.						
What do we want to achieve?			How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?
Year Group	What do you want to achieve and how they will be measured	Success criteria	How will the intervention or provision be delivered?	Refer to research from EEF or other research to justify the choice of strategy.		Provide simple breakdown of proportionate or full costs.
Nursery (if applicable and Early Years Foundation Stage Pupil Premium has been identified)	To know who our vulnerable pupils are as early as possible Outcomes at the end of F1 are in line with those Nationally Improved attitude towards school attendance and punctuality-promoting food habits for the future. Raise attainment in Reading and writing as this has been identified as a weaker areas of learning from the review.	The families are identified and engaging with services and school life		Safeguarding Officer signpost/signpost to Early Help. FCAF completion Maths Mastery approach employed Phonics is embedded and children have a secure understanding of Phase 1 phonics.	EYFS Leader to provide a summary report termly to support HT report to Governors	Safeguarding officer time to complete visits and paperwork £837 Cover costs for Ct to access CPD for maths Mastery £1000 LEAP programme 2 hrs per week. £1101 Home visits £600 HLTA Cover for Monitoring 1 hr per week (£550 in total over the year)



<p>Year R</p>	<p>Raise attainment in all areas with a focus upon writing as this has been identified as a weaker areas of learning from the review.</p>	<p>70% of eligible Pupil Premium pupils to achieve in Writing. (This may be challenging but an increase on last year and will show that we are diminishing the difference) This is in line with the cohort target.</p>	<p>Indoor and outdoor fine motor provision/resources Establish focussed writing group. Ensure application opportunities in provision. Small group phonics work 20 mins daily with T 1:1 Reading daily Additional Writing intervention- HW 1:1 daily 10 mins with TA Additional reading material to support phonics teaching.</p>	<p>The EEF has found that High quality interventions in Early Years has positive benefits. +5 months.</p>	<p>Early Years Foundation Stage Leader to analyse data each half term.</p> <p>Early Years Foundation Stage leader to monitor quality of provision and provide summary report to Pupil Premium Leader.</p>	<p>20 mins daily with TA £1836 20 mins daily Lunchtime supervisors £2164 1 x TA 10 mins x 5 per week. £1000 Books to support phonics teaching £500 Home visits before starting school £500 Parent workshops £200 LEAP programme 2 hrs per week. £1101 HLTA Cover for Monitoring 1 hr per week (£550 in total over the year</p>
<p>Year 1</p>	<p>Raise attainment in Reading, Writing and Maths</p> <p>Reduce the gap between the attainment of PP children and non-PP children. Ensure the PP children are performing in line with National.</p>	<p>70% of PP cohort achieve ARE in Reading and Writing. 75% of PP cohort achieve ARE in Maths 15% of PP cohort achieve GDS in writing</p>	<p>implementation of Oracy 21 programme Children engaged in additional phonics sessions targeting identified children Further development of the wider curriculum to offer real life experiences.</p>	<p>Children from disadvantaged backgrounds often have a language deficit</p> <p>EEF research show that Oral Language interventions have positive impact +5</p> <p>Teaching approach of teach, practice apply is proven to ensure children retain knowledge and build upon it.</p>	<p>Oracy 21 champion will provide a summary report to Pupil Premium Leader Phonics leader to provide a summary report to PP Leader Pupil Progress Meetings Daily monitoring by SLT SENDCo will complete a summary report for HT</p>	<p>Cost of CPD for Oracy 21 champion to disseminate to year group colleague £500 1 x TA 20 mins 3x per week. phonics £550 1:1 reading 1 hr TA per week £1110 TA support for English/maths TA L2 5 hours per week £1786</p>



	<p>Improve the attendance of the PP group so that it is line with the school target and the gap with non-PP children is diminishing.</p>	<p>84% of PP children achieve a pass in Phonics in line with the non PP group.</p>	<p>Daily 1:1 reading with lunch time supervisors Small group Maths intervention 2 x weekly Planned opportunities in Continuous provision to apply reading/writing and maths skills</p>			<p>Small group maths 1 hr TA per week £1110 Daily 1:1 Reading with Lunch time supervisors £3,441.75 Times Tables Rockstars £21.75 Books to support Phonics teaching £500 Mathletics subscription - £309.16 Showbie Premium subscription - £287 HLTA Cover for Monitoring 1 hr per week (£550 in total over the year</p>
Year 2	<p>Raise attainment in Reading, Writing and Maths</p> <p>Reduce the gap between the attainment of PP children and non-PP children. Ensure the PP children are performing in line with National.</p> <p>Improve the attendance of the PP group so that it is line with the</p>	<p>70% of PP cohort achieve ARE in Reading and Writing. 75% of PP cohort achieve ARE in Maths to be in line with targets for whole cohort</p> <p>15% of PP cohort achieve GDS in writing</p>	<p>Introduction and implementation of Active English Further development of the wider curriculum to offer real life experiences. Additional maths groups daily Daily 1:1 Reading with a TA Small group writing intervention Lego intervention</p>	<p>Children from disadvantaged backgrounds often have a language deficit</p>	<p>Literacy Leader will monitor the impact and submit a summary report to the PP Leader</p> <p>Pupil Progress Meetings</p> <p>Daily monitoring by SLT Phase Leaders will report to SLT weekly</p>	<p>Mathletics subscription - £309.16 Showbie Premium subscription - £287 1 x TA 2 x 30 mins per week. Active English £2220 Daily maths group 1 x TA 1 hr £2753 1:1 reading 1 hr TA per week £1110 TA support for English/maths TA L2 5 hours per week £1786</p>



	school target and the gap with non-PP children is diminishing.					<p>1 x TA 10 mins x 5 per week. Writing intervention £500</p> <p>Times Tables Rockstars £21.75</p> <p>Books to support Phonics teaching £800</p> <p>Lego intervention 1 x TA 2 hrs £1092</p> <p>HLTA Cover for Monitoring 1 hr per week (£550 in total over the year</p>
Year 3	<p>Raise attainment in Reading, Writing and Maths</p> <p>Reduce the gap between the attainment of PP children and non-PP children. Ensure the PP children are performing in line with National.</p> <p>Improve the attendance of the PP group so that it is line with the school target and the gap with non-PP children is diminishing.</p>	<p>There is a significant improvement in the standards within writing and maths and children are achieving in line with non PP children. Children achieve at least 80% in Reading, 75% in writing and 85% in Maths</p>	<p>Daily Active English Lesson</p> <p>1:1 Reading sessions for PP children.</p> <p>Structured interventions during the afternoon to support misconceptions and for Pre teaching</p> <p>Small group maths work daily</p> <p>Small group writing intervention</p> <p>Lego intervention</p>	<p>Children from disadvantaged backgrounds often have a language deficit</p> <p>Small focussed interventions can have high impact.</p>	<p>Summary reports from English Lead and Maths Lead.</p> <p>Pupil Progress Meetings</p>	<p>Mathletics subscription - £309.16</p> <p>Showbie Premium - subscription - £287</p> <p>1 x TA 1 hr per day reading £111</p> <p>1 x TA half hr per day Active English £550</p> <p>Small group maths 1 hr TA per week £1110</p> <p>1 x TA 10 mins x 5 per week. Writing intervention £1000</p> <p>TA support for English/maths TA L2 5 hours per week £1786</p> <p>Times Tables Rockstars £21.75</p>



						<p>Lego intervention 1 x TA 2 hrs £1092 HLTA Cover for Monitoring 1 hr per week (£550 in total over the year SENDCo planning and review time 2hrs per week to support bepoke curriculm £2414</p>
Year 4	<p>Raise attainment in Reading, Writing and Maths</p> <p>Reduce the gap between the attainment of PP children and non-PP children. Ensure the PP children are performing in line with National. Improve the attendance of the PP group so that it is line with the school target and the gap with non-PP children is diminishing.</p>	<p>Disadvantaged pupils to be achieving as well as or better than none PP children. Children to meet or exceed national standards (R 85%, W 75% M 85%)</p>	<p>Daily Active English Lesson 1:1 Reading sessions for PP children. Structured interventions during the afternoon to support misconceptions and for Pre teaching Small group writing intervention Small group maths intervention Lego intervention</p>	<p>Children from disadvantaged backgrounds often have a language deficit</p> <p>Small focussed interventions can have high impact.</p>	<p>Summary reports from English Lead and Maths Lead</p> <p>Pupil Progress Meetings</p> <p>SENDCo monitoning report re Intervention impact.</p>	<p>Mathletics subscription - £309.16 Showbie Premium subscription - £287 1 x TA half hr per day Active English £1000 1 x per hour per child per week music session. £2769 1 hr per day 1:1 reading £2753 1 x TA 10 mins x 5 per week. Writing intervention £1000 TA support for English/maths TA L2 5 hours per week £1786 Small group maths 1 hr TA per week £1110 Times Tables Rockstars £21.75 Additional CT morning per week. £2500</p>



						<p>Lego intervention 1 x TA 2 hrs £1092 HLTA Cover for Monitoring 1 hr per week (£550 in total over the year</p>
Year 5	<p>Raise attainment in Reading, Writing and Maths</p> <p>Reduce the gap between the attainment of PP children and non-PP children. Ensure the PP children are performing in line with National.</p> <p>Improve the attendance of the PP group so that it is line with the school target and the gap with non-PP children is diminishing.</p>	<p>Disadvantaged pupils to be achieving as well as or better than none PP children.</p> <p>Children to meet or exceed national standards With a focus upon raising the number of children eligible for PP funding achieving GDS</p> <p>R 70%, W70% M75%</p>	<p>implementation of Active English through daily lesson. Further development of the wider curriculum to offer real life experiences. 1:1 Reading sessions for PP children. Structured interventions during the afternoon to support misconceptions and for Pre teaching Small group Maths intervention Small group writing intervention Mindfulness activities, small group and 1:1 activity Lego intervention</p>	<p>Children from disadvantaged backgrounds often have a language deficit</p> <p>Small focussed interventions can have high impact.</p>	<p>Summary reports from English Lead and Maths Lead. Pupil Progress Meetings SENDCo monitoring report re Intervention impact. Phase Leader to report weekly to SLT</p>	<p>1 x TA half hr per day Active English £1110 1 hr per day 1:1 reading £2753 Small group maths 1 hr TA per week £1110 Times Tables Rockstars £21.75 1 x TA 10 mins x 5 per week. Writing intervention £1110 1hr per week Curriculum specialist £800 TA support for English/maths TA L2 5 hours per week £1786 Lego intervention 1 x TA 2 hrs £1092 Mathletics subscription - £309.16 Showbie Premium subscription - £287 SPAG.com - £97</p>



						HLTA Cover for Monitoring 1 hr per week (£550 in total over the year)
Year 6	<p>Raise attainment in Reading, Writing and Maths</p> <p>Reduce the gap between the attainment of PP children and non-PP children. Ensure the PP children are performing in line with National.</p> <p>Improve the attendance of the PP group so that it is line with the school target and the gap with non-PP children is diminishing.</p>	<p>Disadvantaged pupils to be achieving as well as or better than none PP children.</p> <p>Children to meet or exceed national standards (A significant increase within writing to 70%)</p> <p>R70% W 65% M74%</p>	<p>implementation of Active English through daily lesson</p> <p>Grouping of children using assessment and prior attainment knowledge to ensure they are reaching their full potential. - Further development of the wider curriculum to offer real life experiences.</p> <p>1:1 Reading sessions for PP children.</p> <p>Structured interventions during the afternoon to support misconceptions and for Pre teaching</p> <p>Tailored Teaching groups with a focus upon PP children daily</p> <p>Lego intervention 1 x half hr slot in 2 groups</p>	<p>Children from disadvantaged backgrounds often have a language deficit</p> <p>Small focussed interventions can have high impact.</p>	<p>Summary reports from English Lead and Maths Lead.</p> <p>Weekly monitoring by class teachers</p> <p>Weekly reporting to SLT by Phase Leader.</p> <p>Pupil Progress Meetings</p> <p>SENDCo monitoring report re Intervention impact.</p> <p>Daily monitoring by SLT</p>	<p>Mathletics subscription - £309.16</p> <p>Showbie Premium subscription - £287</p> <p>SPAG.com - £97</p> <p>DHT salary 5 mornings per week £17,689</p> <p>1:1 Reading sessions with PP children daily. 1hrx TA £2753</p> <p>1 x TA half hr per day Active English £1110</p> <p>Times Tables Rockstars £21.75</p> <p>SENDCo planning and review time 2hrs per week to support bepoke curriculm £2414</p> <p>TA support for English/maths TA L2 5 hours per week £3304</p> <p>Lego intervention 1 x TA 2 hrs £1092</p> <p>HLTA Cover for Monitoring 1 hr per week (£550 in total over the year)</p>

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Whole School Initiatives/the wider curriculum	How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
Sports Mentoring	1:1 and small group sessions to support mental health and well being as well as improve physical activity.	Well being and physical health are both related and enhance a child's opportunity to thrive.	DHT and PE leader will monitor half termly an SLT will monitor the improvements in standards in core subjects.	Proportionate cost plus leadership time cost £3,800
Raise attendance of the PP group so that it is in line with the National Average and in line with the school target of 96%	Attendance officer will work with parents and staff developing strategies to improve attendance. Parental forum set up. Attendance ladders implemented and shared with children. Reward schemes consistently applied each half term Regular newsletters sent to parents Working with teaching team to engage parents and children with the curriculum offer.	Attendance has been identified as being a barrier to learning. Too many of our eligible Pupil Premium pupils are not in school enough. The dedicated time to support our families has and will continue to improve the attendance rates.	Half termly reports including evaluations and actions. Weekly evaluation of attendance figures and impact of actions.	35% of pupils are Pupil Premium 50% of cost- as more time spent with eligible pupils. Attendance officer £20,979 £3,800
Wider curriculum and supporting inclusion	School Visits contribution	Children benefit widely from access to enrichment activities such as gallery and museum visits or outdoor learning opportunities.	Questionnaire to pupils Standards of work within the wider curriculum	£3,000



Supporting reading for pleasure across all year groups	Purchasing additional books that are related to wider curriculum subjects. Subscription to the Schools Library service to give the children the opportunity to become members	Reading or pleasure is an important way to engage and motivate the children in all areas of the curriculum. Having access to a wide-ranging number of books will support their children across the curriculum. Having books matched to their ability will raise their self-esteem and accelerate learning.	Monitoring through questionnaires by English Subject leader and Phase Leaders.	£2000
Improve Parental engagement in learning within Year 1	Through the Tapestry programme to be able to share expectations of the curriculum and to support with Y1 learning opportunities.	During the lock down period, the level of engagement with this programme from the FS2 group has been high. In order for parents to remain connected and engaged this programme will be continued.	EYFS and KS1 Leaders will monitor the engagement weekly. This will be reported to HT. HT will inform Governors through HT termly report	£240 subscription to Tapestry for Tear 1
To improve Quality First Teaching across school including NQT's	All staff having access to high quality CPD programmes and improving their own subject knowledge. This will be through sharing good practice and through carrying out inter sessional tasks.	To improve the provision for all of the children will improve the provision for the PP children. Through developing all staff then the children will benefit from highly skilled and trained staff who are able to implement appropriate strategies to support accelerated learning.	Pupil Progress Meetings Lesson Drops ins carried out by Core Subject Leaders and SLT Work scrutiny Pupil discussions	£5,000 subscription to Equate Teaching school £6120 cover for staff across the year.
Targeted intervention work for PP children. (1:1/ small group and in class support)	In class support (within Year group bubbles) 1:1 SEMH sessions- social stories etc.	To facilitate accelerated learning for the PP children and narrow gaps to a point where they outperform their non PP peers.	Drop in sessions carried out by HT and SLT along with SENDco and Core subject leaders.	£14,200 2hrs per week in class support from L2 TA
To improve provision for children with SEMH and behavioural needs	Further develop the nurture room provision in Rivelin Room	Children being able to access a small space which has appropriate resources to support SEMH needs is an important element of our Recovery Curriculum	Monitoring of Learning behaviours by SLT.	Resources etc. £1812



			Monitored through behaviour records.	
Lunchtime club/activity support (Mindfulness, turn taking, SEMH groups.)	Implementing the training around positive lunch times from 2019/20. Children have the opportunity to play small games and share in games (children will be involved in this within their year group Bubble)	Children will need to have time to adapt to being back in the school environment. This will give them an opportunity to explore calm approaches to dealing with their SEMH needs	Through lunchtime monitoring Reviews from the children at the end of each half term Reported to governors and against AIP objectives half termly.	£12,390
Improved parental engagement to build upon the work started in 2019 20	coffee mornings, Celebration of learning booklets (termly) Attendance booklets Supporting with Eco Council and Environment council	Parental engagement is pivotal in raising the aspiration of the children. Engaging the parents in al aspects of school life will support the leering of the children and will promote positive attitudes to learning.	DHT and Phase Leaders will monitor via parental engagement numbers and through questionnaires at each event. Reports will then be submitted to HT who will inform stakeholders through Governors termly report	£1000
		Total		£169,211



Date: _____ 13th July 2020 _____

Pupil Premium Leader: _____ Louise Pink _____