

Ellwood Primary School

Pupil Premium 2021-2022

Please note there is no national data for two years and Covid has had an impact on the delivery of provision and the pupils' attendance in school.

In April 2011 the Government introduced the Pupil Premium Grant. This additional grant funding is allocated to pupils who are "Looked after" by the Local Authority, those who have been eligible for Free School Meals, at any point in the last six years and for children whose parents are currently serving in the armed forces.

The amount of premium granted is £1345 per pupil.

From April 2014, children who are 'looked after' attract a higher rate of funding than children from low-income families - the 'Pupil Premium Plus', which is £2345 per pupil. This is to reflect the possible unique challenges faced by 'looked after' pupils. They could struggle to make progress and attain their full potential due to changes in their home life and emotional upset and could fall behind academically, at both primary and secondary level.

Pupils who have parents in the armed forces are supported through the Service Child Premium which is £310 per pupil.

The Pupil Premium Grant is seen by the government as the best way to address the current underlying inequalities between children from more deprived backgrounds and their wealthier peers, to ensure that they do not fall behind and keep up with peers academically.

The Pupil Premium is easily identifiable in the school budget. Schools and staff are the best people to decide and know how to spend the money to ensure it reaches the children who need it most and how it can be spent to give these pupils experiences, opportunities and additional support to ensure they reach their full potential.

The ultimate goal is to ensure that pupil premium children make as much progress as non-pupil premium and attain in line with non-pupil premium. We believe that all children deserve the best possible education. We have high expectations for all of our pupils. We aim for our children to leave our school with the knowledge, skills, understanding, resilience and attitudes which help to develop a love of learning.

Recovery Funding - the school has also been given a one off payment of £6,000 to help children catch up with missed learning due to the pandemic.

Funding received for Pupil Premium Pupils

Pupil Premium Funding	
Year	Funding
2017/18	£31, 260
2018/19	£27,000
2019/20	£25,340
2020/21	£38,200
2021/22	£37,280 (carried forward £10,675)
2021/22 Recovery Funding	£5,220

Date	% of pupils on roll
2017/18	19%
2018/19	19%
2019/20	19%
2020/21 (not including new intake Sept 2020)	18%
2021/22 Not including recent FSM and EYFS pupils	14%

Characteristics of our Pupil Premium 2021/2022

Year Group Current	Number of PP	PP %	Boy/Girl		Number who are SEN	Number who are PP+
R 20	0					
1 20	0					
2 21	4	19%	4	0	1	0
3 18	6	33%	0	6	1	0
4 20	3	15%	1	2	1	1
5 20	2	10%	0	2	0	0
6 21	4	19%	3	1	2	0

Potential Barriers to learning – which may impact on some of our pupil premium.

Pupils in receipt of funding pupils who attend Ellwood School come from a wide and varied background. Many live in and around the local area, while others travel a little further to attend the school. The range of needs the children have may vary in needs of learning but also socially and emotionally. Some children may have barriers that could impact on their learning, progress and attainment.

- ☐ Identified SEND need
- ☐ Low attendance/persistent absence
- ☐ SEMH needs (social, emotional, mental health needs) of pupils and their families
- ☐ Insufficient sleep
- ☐ Physical health needs of pupil or parent/family member's health needs
- ☐ Low self-esteem/lack of resilience
- ☐ Parents needing support to help with routines at home and children's academic work
- ☐ Emotional and attachment related difficulties
- ☐ Lack of independence
- ☐ Gross and fine motor control difficulties
- ☐ Concentration needs
- ☐ Speech and language needs
- ☐ Social needs – getting on with other children/friendships
- ☐ Lack of opportunities to play games/outside learning/trips/events/holidays ☐ Specific learning needs
e.g. reading, writing, maths
- ☐ Social Rural Deprivation (being unable to access activities and opportunities which inner city children may be able to participate in).
- ☐ Low income – financial restraints and restrictions due to low income leading to missed opportunities due to not being able to afford or access additional enriching opportunities offered by the school and other local agencies.
- ☐ Unable to access outside agencies and professionals due to rural location and transport
- ☐ Lateness – difficulty in being on time in the mornings and due to transport, location, lack of routines, childcare arrangements, separated families and poor attendance due to parental difficulties and circumstances and attitudes to school.
- ☐ Looked after children and adopted children – leading to children being unsettled
- ☐ Family separation or break up
- ☐ Lost learning due to the pandemic

At Ellwood School, all pupils are supported regardless of race, gender, ability, personal or home circumstances. All our children are supported and nurtured as individuals. We believe, reinforced by research, Quality First Teaching (QFT) in every class is vital for good progress and attainment as does research. We pride ourselves on ensuring that all our teachers are trained well and teach appropriate lessons, matched to pupil needs. Teaching and learning across the school is monitored closely by the Head teacher, Deputy Head teacher, Subject Leaders and external professionals. Along with striving to provide the best education possible on a day to day basis, we supplement this teaching, when needed, with timely interventions, planned to the needs of groups and individual children. These interventions are planned and delivered by teachers, HLTAs and TAs. Senior leaders and Governors monitor the pupil premium strategy, expenditure, interventions and impact to ensure good value for money.

Aims of Pupil Premium Spending

Our main aim is to remove any barriers to children's development whether learning, academic, social or emotional.

We aim to do this through a wide range of intervention and support and providing:

- ☐ A rich broad, balanced, relevant and in depth curriculum
- ☐ Love of learning
- ☐ Enjoyment of school
- ☐ Encouraging and developing resilience
- ☐ Social opportunities for children and families
- ☐ Opportunities for parental engagement within school
- ☐ Nurture and support pupils and their families
- ☐ New experiences and opportunities for our children
- ☐ Outdoor learning
- ☐ Visits/visitors
- ☐ Challenging all pupils
- ☐ Good quality first teaching and learning
- ☐ Good quality teachers
- ☐ Stimulating learning opportunities
- ☐ Love of reading, writing and math

- Additional TAs to support target intervention to help close any gaps
- Access to interventions and
- Early help support
- Access to a FSW
- Signposting to relevant outside agencies and professionals
- Good quality learning materials and resources
- Good subject leadership

Objectives of our Pupil Premium Spending

High quality first teaching

We focus a high percentage of our spending on developing our staff, at all levels, to support and develop their teaching, which in turns leads to better outcomes for our pupils. Research has shown that if day to day teaching is of a high quality and good standard, all children will flourish. We send our staff on good quality CPD training, visits to other settings and build close supportive partnerships with other schools and professionals. TAs are deployed effectively across the school to support and enhance learning. Pupil Progress discussions are held every half term with the class teacher and Head teacher, to ensure all children are making good progress and attaining well. More formal meetings are held every term. Where pupils are not making the expected progress, intervention and targeted support is put in place. Subject leaders are proactive in leading their subjects. We currently employ 2 additional morning teachers. This enables year R to yr. 6 to be taught discretely in the mornings for reading, writing, maths and science. We try to use relevant research to help us to plan our provisions.

Years 1 -6 pupils have regular 1:1 discussion with their class teacher to look at targets, feedback and progress. This is proving to be very successful and is supported by rational research. The EEF research is a useful resource.

Interventions and Targeted Support

All of our Pupil Premium children are included on a class Pupil Premium provision map, which clearly shows the additional support, opportunities and targeted intervention they are receiving. The pupils are set targets or outcomes and these are reviewed regularly and progress monitored carefully. These interventions could be delivered by either a Teacher, TA or HLTA, depending on the needs of the pupils. The impact of this work is monitored regularly. Interventions may include: phonics booster, NELI, talk boost, handwriting, fine and gross motor control activities, social skills, writing, maths

challenges, clubs, language groups, reading and maths support to name but a few. We strive to use interventions that we have found proven to work or have a good evidence base e.g. researched by EEF (Education Endowment Fund). Intervention impact is monitored closely and impact judged.

Well Being

We recognise and understand the importance of well-being for all members of our school community, pupils, parents and staff. Well-being for all is at the heart of our school. This includes mental health, social aspects and physical health. We provide numerous activities that develop physical well-being along with social, emotional, mental health support. We have a Family Support Worker (FSW) and SEMH TA who supports children and their families. All children have access to our FSW if they request it or if other staff members or their parents feel it is appropriate. These include things such as: parent drop ins, 1:1 pupil time, social skills groups, Lego therapy, time to talk and more recently ELSA. We also signpost parents and utilise other professionals such as ATS, EP, Toucan Play Therapy, TIC.

Curriculum and Enrichment

We pride ourselves on ensuring our children receive a well-balanced, rounded education. Our curriculum provides experiential learning opportunities, usually linked to our themes or topics. We plan opportunities to give children new opportunities that they may not have experienced before e.g. singing trips, museum trips, religious places of worship, historical places, theatre trips, residential and outdoor pursuits to name a few. We also encourage children to attend after school clubs such as: chess, multi-sports, gymnastics, gardening, textiles, gymnastics, football, golf, drama, choir and dance. We also enter sporting and other competitions such as: football, swimming, gymnastics, poetry competitions, spelling competitions, holiday clubs, young voices. Some of these activities are subsidised by the pupil premium funding.

Community and Families

We value working in partnership with the local community. We are members of the Coleford Twinning Organisation and write to pupils in our French Twinning town school. We attend events such as: singing at local charity events, country dance festival, local hospice and elderly people's homes and make displays for local organisations. Our FSW, SENCO and HT signpost families for additional support if needed. We work in partnership with parents through regular day to day contact, parent consultations, shared conversations, assessment meetings, phonic meetings and workshops, parents in school weeks, surveys and discussions. Pupil premium children are closely monitored by HT, Subject leaders and class teacher. The pupil's needs are discussed in detail with parents in parent's evening or shared conversations.

Pupil Premium provision and impact – September 2019 (2018-2019 data)

(No national data available for 20 or 21)

Where are we now?			
EYFS GDS	<u>Pupil Premium GLD</u>	<u>Non Pupil Premium</u>	<u>Total</u>
	100%	68.75%	75%

Yr. 1 Phonics Screening – reaching the standard	<u>Pupil Premium GLD</u>	<u>Non Pupil Premium</u>	<u>Total</u>
	100%	65%	73%

KS 1 – SATS

(2 pupils in receipt of PP)

Expected standard	Pupil Premium Pupils who reached expected standard (2 pupils)	Non Pupil Premium Pupils who reached expected (18 pupils)	Overall
Reading	100%	89%	90%
Writing	50%	83%	80%
Maths	50%	89%	80%

KS 1 – SATS

(2 pupils in receipt of PP)

Exceeding	Pupil Premium Pupils who reached exceeding standard (2 pupils)	Non Pupil Premium Pupils who reached exceeding (18 pupils)	Overall
Reading	0%	33%	30%
Writing	0%	17%	15%
Maths	0%	28%	25%

KS 2 - SATS

5 pupils were in receipt of pupil premium funding.

No national data available for 20/21

	Pupil Premium Pupils who reached expected Standard (5 pupil)	Non Pupil Premium Pupils who reached expected (10 pupils)	Overall
Reading	80%	90%	87%
Writing	60%	90%	80%
Maths	40%	100%	80%
SPAG	80%	80%	80%
Combined	40%	90%	73%
Average Scaled score - reading			105
Progress score - reading			-0.8
Average scaled score - writing			104
Progress score - writing			-0.1
Average scaled score - maths			105
Progress score maths			-0.8

Exceeding the standard	Pupil Premium Pupils who reached exceeding Standard (5 pupil)	Non Pupil Premium Pupils who exceeding expected (10 pupils)	Overall
<i>Reading</i>	40%	10%	20%
<i>Writing</i>	20%	20%	20%
<i>Maths</i>	0%	30%	20%
<i>SPAG</i>	40%	40%	40%
<i>Combined</i>	0%	0%	0%

Issues that the data raises: barriers to future attainment		
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	To improve Spoken Language, communication skills and vocabulary skills of our pupils, which can impact on the children's attainment and progress, particularly at the end of KS 2 in reading and writing.	
B.	A number of pupils who are in receipt of Pupil Premium pupils also have an SEND need which can be a barrier to their learning, progress and attainment - 17%	
C.	We need to increase the number of pupils achieving the higher standards, particularly in maths by the end of KS2 , leading to improved outcomes for combined in exceeding (based on 2019 data)	
D.	We need to ensure that children catch up with any missed learning opportunities due to COVID (partial school closures) and more children are working at age expected in R,W and M	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
E	Some of our pupils may have limited access to resources, events, experiences and opportunities at home or outside of school, which can hinder experiences, outcomes and aspirations.	
F	Some our pupils have experienced situations at home and have other circumstances which may impact on their SEMH needs and well-being, which in turn may prevent them from making progress and attaining their full potential	
G	Resilience and mind-set – some of children need support to build and continue to develop this	
H	Engagement of parents in supporting home learning, particularly reading and phonics.	
Desired outcomes for 2020-2021 <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Improve pupil's communication, language, vocabulary, phonics and literacy in the early years and vocabulary throughout the school. Leading to improved attainment in Reading and Writing, particularly at then of KS 1 and KS 2	Continued improvement from the children's baseline and improved GLD. Phonics screening score meets at least National. Children are applying their phonics in their reading, writing and spellings. Children using and applying new vocabulary in their writing and increased comprehension and understanding of vocabulary when reading. NELI implemented - leading to improved number of children reaching expected in language and speaking at the end of EYFS. Talk boost improving language and comprehension.
B/D	PP pupils make good progress (more working at ARE) and additional targeted support for pupils; particularly SEND/PP pupils reduce any gaps in their learning.	Gaps continue to reduce at end of each year group and particularly for 'expected and exceeding' the standard at KS 1 and KS 2. Provision maps in place for all PP children. SEND My plans in place and children meeting their targets.

C.	Improved attainment and progress for Greater depth, especially in maths	Raised % of PP pupils achieving Greater Depth in reading, writing and particularly Maths by the end of KS 2.
E.	PP pupils are provided with additional opportunities through the school community to enable them to have a variety of experiences e.g. clubs/trips/visitors/raised aspirations	PP pupils attend clubs, trips, have new experiences. Consistently demonstrate enjoyment and children talk positively about new experiences, knowledge and skills.
F.	Ensure that PP pupil's children have their Social, Emotional and Mental Health needs addressed in school which helps them make progress with their learning. Pupil's needs are supported by all staff but particularly Sends and FSW.	Barriers to learning identified for PP pupils and strategies put in place to support identified needs and ensuring the pupils attainment and progress improves. Children are able to access the family support worker and SEMH TA and take part in ELSA work if relevant. Families are supported both emotionally and with practical parenting advice so that pupils are able to learn effectively. Signposting if needed to outside agencies.
G.	Children are willing to take on a challenge, show good learning behaviours, resilience and believe in themselves. Leading to improved outcomes and well-being.	Pupils conferencing demonstrates they enjoy a challenge. Lesson observations show good learning behaviours. Questionnaires show they enjoy school and challenges. Increased completion of homework, particularly PP children.
H.	Parents engaged and supporting home learning. Phonics and reading results improve.	Afa project helping to engage parents Parents attending phonics work shops More children reading at home x4 times a week

2. Using Evidence for Pupil Premium in 2020-2021

The headings below allow you to demonstrate how you are using PP to improve classroom teaching, provide targeted support and improve whole school strategies.

i. Quality of classroom teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? What does the evidence say you need to pay attention to?
<p>A</p> <p>Spoken Language, communication skills and vocabulary skills, which can impact on the children's attainment and progress, particularly at the end of KS 2 in reading and writing.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Discrete year group teaching in the morning <input type="checkbox"/> Talk boost being delivered in EYFS and Yr 1/ NELI in EYFS <input type="checkbox"/> High quality interactions. Spoken language and verbal interaction to extend vocabulary and develop the range of early literacy skills. <input type="checkbox"/> Provide multiple opportunities to hear and use new vocabulary. New word a day – flip charts <input type="checkbox"/> Quality texts in classes and used for English lessons <input type="checkbox"/> Emphasis on supporting learning in the EYFS by targeted intervention to move learning forward inside and outside. Early referrals. <input type="checkbox"/> Providing a rich language environment in all classes. <input type="checkbox"/> Good use of questioning skills in lessons. <input type="checkbox"/> Monitor phonics and early reading and identify lowest 20% for intervention <input type="checkbox"/> Continue to purchase good quality reading books <input type="checkbox"/> Well planned guided reading and planned questioning <input type="checkbox"/> Focus on inference <input type="checkbox"/> Liaise and moderate with other schools and nurseries <input type="checkbox"/> Key vocab used and displayed in subject areas - mats <input type="checkbox"/> Cross curricular writing <input type="checkbox"/> New handwriting scheme – letter join to help develop spellings, fluency and stamina <input type="checkbox"/> Introduce guided reading earlier in EYFS to help develop language 	<p>EEF Preparing for Literacy – Improving communication, language and literacy in the early years. Guidance Report</p> <p>DfE Report: Supporting the attainment of disadvantaged pupils: articulating success and good practice. Nov 2015.</p> <p>EEF Early Years Toolkit - Communication and language +6 Months</p> <p>Gaps identified in vocabulary through analysing our own reading assessments and through discussions with children and observations.</p> <p>Children entering the school with increasing language delay and sp and l difficulties due to Covid.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Quality CPD <input type="checkbox"/> Phonics monitoring and leadership <input type="checkbox"/> audit current books <input type="checkbox"/> Consistency of phonics teaching across the school and action plan <input type="checkbox"/> Regular monitoring <input type="checkbox"/> EEF guidance and research <input type="checkbox"/> Early identification in reception for specific teaching and interventions. <input type="checkbox"/> Impact of CPD in lesson observations, Tapestry Learning, book scrutiny, analysis of progress data, GLD results. <input type="checkbox"/> Use of specific question types: recall/inference <input type="checkbox"/> Purchase good quality guided reading books <input type="checkbox"/> Examples of Questions used within interactions: How do you know...? <input checked="" type="checkbox"/> Improved phonics screening results <input type="checkbox"/> Progress in NELI and Talk boost <input type="checkbox"/> GLD improved

<p>B/S PP pupils make good progress and additional targeted support for pupils, (particularly SEND pupils) and reduce any gaps in their learning.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Quality First Teaching in all classes. <input type="checkbox"/> Discrete year groups taught in the mornings. <input type="checkbox"/> TAs to support all children and working closely with the class teacher to plan and deliver support in lessons and intervention. <input type="checkbox"/> In class support and interventions. <input type="checkbox"/> Specific CPD to be undertaken where needed based on sdg/gaps <input type="checkbox"/> Feedback to improve learning – marking/target time/verbal feedback <input type="checkbox"/> Develop children's early reading – focus on language comprehension and decoding particularly in KS 1 and inference in KS 2/phonics. <input type="checkbox"/> Strategies to engage children in their writing - role play to improve children's expressive language and comprehension skills/talk for writing/story maps/paired work. Visits/visitors and purpose for writing <input type="checkbox"/> Encourage a love of reading – quality books, 100 reads, Richer read books, reading bands, reading challenge, reading raffle <input type="checkbox"/> Shared reading, 1-1 reading, guided reading, independent reading <input type="checkbox"/> Direct phonics teaching and opportunities to consolidate. <input type="checkbox"/> Letter formation, handwriting: muscle memory to help with spelling patterns – letter join <input type="checkbox"/> Ensure that pupils develop fluent recall of number facts – My maths homework/TT rock stars/Numbots. <input type="checkbox"/> Booster sessions for yr. 2/6/phonics/times tables/eyfs lang <input type="checkbox"/> Pupil premium provision maps – targeting needs of PP/gaps <input type="checkbox"/> Maths passports – recall of number facts <input type="checkbox"/> Times table challenges and targets <input type="checkbox"/> Regular problem solving and reasoning sessions – evident in books <input type="checkbox"/> Supporting parents to understand how to help their children learn better. Parent Workshops/meet the teacher/My Plans/shared conversations/Guidance on website/parents in school. <input type="checkbox"/> Shared conversations for SEN pupils <input type="checkbox"/> SEND provision maps in place identify pupils and provision <input type="checkbox"/> Seek advice from other professionals <input type="checkbox"/> Purchase new reading books <input type="checkbox"/> Challenge for HAP to reach higher levels – reading, writing and maths <input type="checkbox"/> SENDCo and HT co-ordinates and deploys TAs for additional interventions <input type="checkbox"/> afa project <input type="checkbox"/> national tutoring program - maths – yr 5/6 	<p>Sir John Dunford consistently states the need for a strong focus on quality teaching because of its benefits to all (but especially disadvantaged pupils).</p> <p>EEF Improving Mathematics. Guidance Reports.</p> <p>EEF Feedback +8 months</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Monitor writing opportunities and outcomes. Improved progress and attainment. <input type="checkbox"/> Look for x curricular links and plan in to three year rolling programme <input type="checkbox"/> Spelling and reading ages monitored closely and phonic sounds <input type="checkbox"/> Lesson observations and book looks. <input type="checkbox"/> Phonics tracker <input type="checkbox"/> Reading Tracker <input type="checkbox"/> Guided reading monitoring - reading comprehension. <input type="checkbox"/> Reasoning and problem solving <input type="checkbox"/> Focus on pupils who are underachieving/slow progress as well as not meeting ARE. <input type="checkbox"/> Phonics monitoring and intervention <input type="checkbox"/> CPD in Reading, Writing, Maths to be provided through WGSP <input type="checkbox"/> New staff - training / coaching/mentoring <input type="checkbox"/> Phonics lead to monitor the teaching of phonics, progress and lead CPD. <input type="checkbox"/> Phonics/SPAG lessons to be taught consistently and regularly and skills applied in writing. <input type="checkbox"/> Early identification of pupils who require specific interventions to improve core skills. <input type="checkbox"/> Monitoring of feedback to pupils <input type="checkbox"/> Termly Assessment of attainment and progress. Monitor tutoring impact . <input type="checkbox"/> Data to be updated regularly and monitored on Insight, particularly groups <input type="checkbox"/> 1 to 1 reading <input type="checkbox"/> Reading diaries monitored x4 read a week
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<p>c Improved attainment and progress for the higher ability pupils (Greater Depth), particularly in mathematics, CPD for staff.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Pupils identified as GD or possible GD in order for teachers to challenge. <input type="checkbox"/> Analyse data based on prior KS and target pupils to ensure they are on track <input type="checkbox"/> Times table challenges <input type="checkbox"/> MAT policy review <input type="checkbox"/> Fluency, mental maths, reasoning and problem solving CPD and staff meetings to provide training for staff <input type="checkbox"/> Directed Questioning to move learning forward and provide challenge. <input type="checkbox"/> Higher ability pupils work to be extended / differentiated in order to facilitate pupils moving to work at Greater Depth. <input type="checkbox"/> Use of Teacher and TA to target HAP pupils <input type="checkbox"/> Interventions to target gaps in learning <input type="checkbox"/> Identify patterns in gaps <input type="checkbox"/> Spring Term Data analysed and pupils identified if not on track to achieve ARE. <input type="checkbox"/> Specific individual learning needs identified, supported and addressed through small group / 1-1 intervention. <input type="checkbox"/> Small group extension maths activities <input type="checkbox"/> To target pupils for GD/sentence stems <input type="checkbox"/> Additional teachers/TAs for mornings 	<p>We need to increase the number of PP reaching GDS to be in line with non PP.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Gap Analysis <input type="checkbox"/> Monitor maths books. <input type="checkbox"/> Lesson observations <input type="checkbox"/> Mental maths and passport monitoring <input type="checkbox"/> Times table challenge <input type="checkbox"/> Monitor Insight data for attainment and progress. <input type="checkbox"/> Pupil conferencing <input type="checkbox"/> Termly assessments <input type="checkbox"/> Interventions <input type="checkbox"/> Monitor My maths/Tt rockstars/Numbots <input type="checkbox"/> CPD evaluation
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ii Personal Development / Behaviour

<p>F</p> <p>Ensure that PP pupil's children have their Social, Emotional and Mental Health needs addressed in school and at home, which helps them make progress with their learning. Pupil's needs are supported by all staff but particularly SENDCo and FSW.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Pupils needs are supported by all staff but particularly SENDCo and FSW/SEMH TA <input type="checkbox"/> Staff promote Emotional Literacy teaching active listening, self-awareness, emotional control, self-motivation, empathy and relationship skills – super learners <input type="checkbox"/> Growth mind-set <input type="checkbox"/> 4 be 4 me <input type="checkbox"/> Provide family support for pupils experiencing housing, financial or emotional difficulties. <input type="checkbox"/> Home visits prior to start of school to establish positive relations between home & school. <input type="checkbox"/> Meet the teacher/parents in school/workshops/parents evening/shared conversations with parents to provide guidance on how they can support their child. <input type="checkbox"/> Staff to be aware of Barriers to Learning for children. <input type="checkbox"/> Parent Workshops e.g. phonics sessions to support with their child's learning at home. <input type="checkbox"/> Personal, Social & Emotional Needs of pupils are met in school through curriculum activities – RE/PSHE/class/RSE assembly/worship/intervention/Apples and zippy's friends/worry box/lego training/ Forest School <input type="checkbox"/> Ensure progression in SRE/PSHE lessons <input type="checkbox"/> Referrals and signposting to other agencies and professionals for support. <input type="checkbox"/> Identify ACES of children and their barriers <input type="checkbox"/> Opportunities for parents to come in to school – assemblies/plays <input type="checkbox"/> To increase the amount of quality interventions available to pupils <input type="checkbox"/> SENDCo/teachers to produce data of pre and post intervention. <input type="checkbox"/> Speech and Language Interventions <input type="checkbox"/> CPD for FSW promoting emotional well-being of children. <input type="checkbox"/> ELSA (Emotional Literacy Support Assistant) to support children through a number of approaches <input type="checkbox"/> Working with parents 	<p>A number of pupils have identified Adverse Childhood Experiences. This can result in difficulty with emotionally self-regulating and being ready to learn.</p> <p>Children need to be in a good place socially and emotionally in order to learn.</p> <p>The EEF Teaching and Learning Toolkit recognises that Social and Emotional interventions have an identifiable impact on attitudes to learning and, in many cases, attainment.</p> <p>EEF Early Years Parental Engagement +4 months</p> <p>Pupils who are provided with consistent support from both home and school make more progress.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> All staff, particularly teachers, TAs, SENDCo and FSW to work alongside and monitor children who have emotional needs, home life and/or behaviour is impacting on their learning/notes/referrals made. <input type="checkbox"/> Staff aware of Barriers to Learning and aware of pupils with EHMS needs. <input type="checkbox"/> HT to monitor the number of parents who attend meetings <input type="checkbox"/> Parental feedback <input type="checkbox"/> Pupil feedback <input type="checkbox"/> Online pupil survey <input type="checkbox"/> School council notes and discussions <input type="checkbox"/> Data analysed and qualitative information used to inform planning <input type="checkbox"/> ELSA being delivered
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<p>F. PP pupils are provided with additional opportunities through the school community to enable them to have a variety of experiences e.g. clubs/trips/visitors/raised aspirations</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Extra-curricular activities and clubs to be provided by teachers/outside coaches at lunchtime and after school – all free of charge. <input type="checkbox"/> Audit uptake of clubs and encourage PP to attend. <input type="checkbox"/> Signpost parents and pupils to clubs outside of school <input type="checkbox"/> Each class will offer school trips/visitors to give children more varied experiences e.g. viney hill/cycle proficiency/theatre trips/author visits/mosque trips. PP money used to supplement cost of trips, sports, poetry and art competitions, music. <input type="checkbox"/> French Pen pals <input type="checkbox"/> Additional opportunities provided in school: Knex, Lego, theatre, cooking, workshops <input type="checkbox"/> Brass <input type="checkbox"/> After school clubs booster – yr 6 <input type="checkbox"/> PP children may not have opportunities to read and access to books so provide opportunities to read in school and reading raffle – books to take home <input type="checkbox"/> Cheltenham Literacy festival <input type="checkbox"/> Travelling book fayre <input type="checkbox"/> Subsidise trips/residential 	<p>We know that many of our pupils have limited life experiences and we need to plan in more enrichment visits/days to broaden their experiences.</p> <p>EEF - Enrichment opportunities and working on non-cognitive skills is proven to impact on learning outcomes.</p> <p>Sir John Dunford says that one of the barriers to learning of many disadvantaged pupils is the narrowness of their experience outside school and the lack of opportunities they have to gain experiences that many of their more fortunate peers take for granted; this can be a major barrier to their education and their ambition.</p> <p>EEF After School Programs +2 months</p> <p>Working in partnership with parents has a positive impact on children's progress and helps with the consistency of expectations.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Monitor uptake of clubs / activities by those eligible for PP <input type="checkbox"/> Evidence of enjoyment of learning enhanced. <input type="checkbox"/> Pupil conferencing <input type="checkbox"/> Pupils are motivated to learn within and beyond the classroom, improved pupil attainment and progress. <input type="checkbox"/> Quality trips planned to enhance the curriculum and experiences <input type="checkbox"/> Visitors <input type="checkbox"/> Engagement <input type="checkbox"/> Enjoyment
<p>G Children develop a growth mind-set and resilience</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Assemblies <input type="checkbox"/> Learning behaviours <input type="checkbox"/> Super learners <input type="checkbox"/> PSHE – GHLL modules <input type="checkbox"/> Mind-set workshops/assemblies <input type="checkbox"/> FSW work <input type="checkbox"/> 4 be 4 me 	<p>Children need to be resilient to ensure they can cope with setbacks in life. They need to persevere when things get tricky in order to succeed and rise to challenges and setbacks.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Pupil on line survey <input type="checkbox"/> Conferencing <input type="checkbox"/> Challenges <input type="checkbox"/> Learning behaviours <input type="checkbox"/> Observations <input type="checkbox"/> Case studies <input type="checkbox"/> Assemblies – seek visitors

H. Parents are engaged with their child's learning and support at home.	<ul style="list-style-type: none"> • AFA project • Workshops • phonics sessions • stay and play • My plan reviews • parents evening • structured conversations • Meet the teacher • Parents in school week 	A few children do not complete their homework on time and do not read enough or practise reading at home enough. If children are not reading and comprehending well, it can impact on all areas of the curriculum. They may not be able to access other areas e.g topic work.	<input type="checkbox"/> Case studies <input type="checkbox"/> Conferencing <input type="checkbox"/> Observations <input type="checkbox"/> Surveys <input type="checkbox"/> Homework complete <input type="checkbox"/> Attendance at workshops
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iii Effectiveness of leadership and management

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? What does the evidence say you need to pay attention to?
<p>To ensure any gaps between pupil premium children and non-pupil premium diminishes by ensuring effective use of the funding</p> <p>Start Afa project and roll out across the school.</p> <p>PP children making good progress and attaining in line with NA</p>	<p>Afa training</p> <p>Targeted pupil premium children for additional support</p>	<p>To ensure the pupils are making good progress and attaining well.</p>	<p>Data analysis</p> <p>Lesson observations</p> <p>Book looks</p> <p>Funding</p> <p>Staffing</p> <p>Monitoring</p>

Iv Planned Expenditure						
A	B/D	C	E	F	G	H
Spoken Language, communication skills and vocabulary skills, which can impact on the children's attainment and progress, particularly at the end of KS 2 in reading and writing.	PP pupils make good progress and additional targeted support for pupils; particularly SEND pupils reduce any gaps in their learning.	Improved attainment and progress for the higher ability, in especially in Maths. CPD for staff	Ensure that PP pupil's children have their Social, Emotional and Mental Health needs addressed in school and at home, which helps them make progress with their learning. Pupil's needs are supported by all staff but particularly SENDCo and FSW.	PP pupils are provided with additional opportunities through the school community to enable them to have a variety of experiences e.g. clubs/trips/visitors/raised aspirations	Children develop a growth mind-set and resilience	Parents are engaged with their child's learning and support at home.
£4,000	£20,000	£2,000	£5000	£2000	£500	£5000
Total Planned Expenditure – £38,500 £37,280 this year (carried forward £10,675 from 2020/21)						

Recovery Funding - £5220

Desired outcome	Action	Cost	Evidence	How will you ensure it is implemented well? What does the evidence say you need to pay attention to?
Improved progress and attainment in maths	National tutoring programme Third space	£825 tutoring £300 TA supervision	Small focussed 1 to 1 tutoring Impact from baseline to exit assessment	Engagement Assessments Progress Improved outcomes KS 2
Improved phonics	1 to 1 and small group targeted support for phonics in yr 1/2/3	£500	1 to 1 and small group work with additional TA	Improved screening score and progress
Improved reading, particularly at KS 1 and yr 2	1 to 1 reading opportunities	£500	1 to 1 regular reading	Improved reading ages. Fluency, comprehension and

				more children reading expected at KS 1
Improved attainment in maths - more children reaching expected , particularly in yr 4/5/6	1 to 1 and small group work	£500	1 to 1 and small group intervention from experienced maths TA	Increase in number of children reaching expected
More children passing the times table check	1 to 1 and small groups targeted support Times table rock stars Numbots	£500	1 to 1 and small group intervention from experienced maths TA Children applying their tables in lessons Improved recall	More children achieving over 20 marks in the test (no national data)
More children reaching expected and GD in reading, writing and maths at the end of ks 2	1 to 1 and targeted group support	£1000	1 to 1 and small group intervention	Increase the number of children reaching expected.
Booster ks 1 and ks 2	After school club/booster sessions	£750	Group targeted support Assessments	Improved number of children reaching expected and GD

