



*‘Everything is possible for one who believes.’  
Mark 9:23  
Dream, believe, achieve*

## **Pupil Premium Strategy Statement 2020-21**

Pupil premium funding is a national initiative, launched in 2011, designed to raise attainment for all disadvantaged pupils and to support readiness for life.

*‘Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference.*

*In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.’*

Education Endowment Foundation – The EEF Guide to Pupil Premium funding

### **A 3 Tiered approach**

At St Marys' CE Primary Academy we have adopted a 3 tiered approach to Pupil Premium spending to focus on strategies which will have the greatest impact:

**1. Teaching:** Improving the quality of teaching and providing professional development opportunities is at the forefront of our approach. Evidence strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is key to ensuring high quality provision for all.

**2. Targeted academic support:** We use a variety of one-to-one or small group interventions linked to effective classroom teaching and learning. Evidence consistently demonstrates the positive impact targeted academic support can have.

**3. Wider strategies:** Providing support in tackling the most significant, non-academic, barriers to success at school is the final, important tier. Such support includes addressing attendance issues and providing behaviour and social and emotional support.

## Pupil Premium Strategy Statement 2020-21



### 1. Summary information

<b>School</b>	St Mary's Ce Primary Academy, Burton Latimer				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	120901	<b>Date of most recent PP Review</b>	December 2018
<b>Total number of pupils on roll</b>	310	<b>Number of pupils eligible for PP</b>	86	<b>Date for next internal review of this strategy</b>	March 2021

### 2. Current attainment – No current attainment due to covid

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in Reading, Writing and Maths</b>		%
<b>% achieving in Reading</b>		
<b>% achieving in Writing</b>		
<b>% achieving in Maths</b>		
<b>Progress measure in Reading</b>		
<b>Progress measure in Writing</b>		
<b>Progress measure in Maths</b>		

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

<b>A.</b>	Tier 1: Further secure consistently 'good and better' quality of teaching across the whole academy to ensure 'good and better' outcomes and progress for disadvantaged pupils.
<b>B.</b>	Tier 2: Speaking and listening skills are underdeveloped for some PP pupils
<b>C.</b>	Tier 2: Phonic reading skills are low for some children eligible for PP
<b>D.</b>	Tier 2: Low reading fluency and comprehension, results in children being unable to access the curriculum fully and read for pleasure

<b>E.</b>	Tier 2: Some disadvantaged pupils need to accelerate progress requiring additional in class support/small group interventions to close the gap with non-disadvantaged pupils.
<b>F.</b>	Tier 2: A significant higher percentage (35%) of PP children have SEND additional needs.
<b>G.</b>	Tier 3: 67% who are eligible for PP funding require a high level of additional pastoral in order to access learning. Self-regulation and underdeveloped work behaviours present pupils with barriers to learning. (This includes pupils attaining at a deeper level.)
<b>H.</b>	Tier 3: 48% PP families require family support in order to support their children to access school and learning more effectively.
<b>I.</b>	Tier 3: Some children in receipt of PP funding have lower attendance rates than other pupils.

<b>Planned Actions and Expenditure</b>				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.				
<b>Tier 1: Teaching:</b> To increase the effectiveness of teaching through the provision of quality CPD. ( <i>Addressing barrier A</i> )				
<b>Key Actions</b>	<b>Rationale / Evidence for proposed actions</b>	<b>Monitoring</b>	<b>Success Criteria</b>	<b>Cost</b>
<b>Barriers A-D</b> Staff to attend PDET CPD training programme for English, Maths, Science, SEND and Foundation Subjects : 6 Liz Mynott days 8 maths training sessions 10 English training sessions 1 science training session 6 Send training sessions	Evidence indicates that improving the quality first teaching through high quality CPD will improve the outcomes for PP pupils.  ‘on average, mastery learning approaches are effective leading to an additional five months progress over the course of a school year compared to traditional approaches.’(EEF)	Lesson drop ins -EH, SR, DL, EB Oct 20 Dec 20 Feb 21 Mar 21 May 21 June 21  Book scrutinises Oct 20 Dec 20 Feb 21	Lesson drop ins and books show QFT in all classes.  Evidence that CPD is impacting on the quality of teaching.  Attainment (Pira/Puma/GAPS Standardised Scores) and progress rates (Pira/Puma/GAPS Hodder Scores) increase for PP	Cover costs £6300

		<p>Mar 21 May 21 June 21</p> <p>Pupil data Dec 20 Mar 21 July 21</p>	<p>children and their peers as a result % of pupils on track for their expected milestones increases to:</p> <ul style="list-style-type: none"> <li>• Dec 50%</li> <li>• Mar 70%</li> <li>• July - in line with National KS1/KS2 (2019) June 2021</li> </ul> <p>Data scrutiny - Gap diminished between disadvantaged and non-disadvantaged pupils. 60%+ of PP pupils achieve Expected standard in RWM in each year group by the end of the year</p>	
<p><b>Barrier A</b> Consultant support from PDET for English, maths and SEND school leaders to drive standards of HQFT to ensure consistently good (and increasingly outstanding) teaching through developing :</p> <p><b>Modelling</b></p> <ul style="list-style-type: none"> <li>• Explicit modelling of success steps (conceptual and / or procedural)-writing/maths-Staff meetings</li> </ul>	<p>Evidence indicates that improving the quality first teaching through high quality CPD will improve the outcomes for PP pupils.</p> <p>'on average, mastery learning approaches are effective leading to an additional five months progress over the course of a school year compared to traditional approaches.'(EEF</p>	<p>Lesson drop ins EH, SR, DL, EB Oct 20 Dec 20 Feb 21 Mar 21 May 21 June 21</p> <p>Book scrutinises Oct 20 Dec 20 Feb 21 Mar 21</p>	<p>Lesson drop ins and books show Good or better QFT in all classes.</p> <p>Evidence that English, Maths and SEND Leaders improving the quality of teaching and learning through coaching and support for identified staff.</p> <p>All identified teachers demonstrate high quality QFT using modelling, questioning</p>	£4700

<ul style="list-style-type: none"> <li>● Individual coaching and staff support plans by SLT following LW</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>● To check for understanding Staff meetings and CPD</li> <li>● Individual coaching and support plans by SLT</li> </ul> <p><b>Use of Assessment for Learning</b></p> <ul style="list-style-type: none"> <li>● Within lessons-Staff meeting and CPD-LM</li> <li>● Between lessons through pre and post unit assessments- Staff meetings</li> <li>● Individual coaching and staff support plans by SLT</li> </ul>		<p>May 21 June 21</p> <p>Pupil data Dec 20 Mar 21 July21</p>	<p>and AFL to a consistently good standard across the curriculum.</p>	
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<p><b>Barrier A</b></p> <p>Staff CPD to develop Tom Sherrington's 'Rosenshine Principles in Action' .</p> <p>Staff meetings led by Deputy Headteacher minimum 1 per term</p> <p>Individual Coaching sessions for identified staff following monitoring</p>	<p>Evidence indicates that improving the quality first teaching through high quality CPD will improve the outcomes for PP pupils.</p> <p>'on average, mastery learning approaches are effective leading to an additional five months progress over the course of a school year compared to traditional approaches.'(EEF)</p>	<p>Lesson drop ins EH, SR, DL, EB</p> <p>Oct 20</p> <p>Dec 20</p> <p>Feb 21</p> <p>Mar 21</p> <p>May 21</p> <p>June 21</p> <p>Book scrutinises</p> <p>Oct 20</p> <p>Dec 20</p> <p>Feb 21</p> <p>Mar 21</p> <p>May 21</p> <p>June 21</p> <p>Pupil data</p> <p>Dec 20</p> <p>Mar 21</p> <p>July 21</p>	<p>Good and better teaching is characterised by the effective, consistent use of Rosenshine Principles.</p>	<p>£3000</p>
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<p><b>Barrier A</b> Individualised coaching and mentoring programmes for identified staff led by Headteacher, Deputy Headteacher, English and Maths Leaders.</p>	<p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” (EEF)</p>	<p>Staff support plans</p> <p>Lesson drop ins Dec 20 Feb 21 Mar 21 May 21 June 21</p> <p>Planning and book scrutinises Oct 20 Dec 20 Feb 21 Mar 21 May 21 June 21</p>	<p>All staff receiving individual coaching/mentoring support demonstrate good or better teaching characterised by Rosenshine Principles</p>	<p>£11,200</p>
<p><b>Barrier A</b> Develop and embed staff practice of pre and post assessment tasks used inform the learning journey for each child in English and Maths through subject leaders CPDs.</p> <p>3 staff meetings per subject per year</p>	<p>Evidence indicates that improving the quality first teaching through high quality CPD will improve the outcomes for PP pupils.</p> <p>‘on average, mastery learning approaches are effective leading to an additional five months progress over the course of a school year compared to traditional approaches.’(EEF)</p>	<p>Pre-assessment data for each maths and English unit</p> <p>Have a go writes for each writing unit</p> <p>Post assessment data for each maths unit</p> <p>Show off writes for each writing unit</p>	<p>All classes carry out pre unit assessment tasks</p> <p>Teachers to analysed pre assessments and plan learning for pupils learning base on this information and</p> <p>Teachers to address any identified gaps in pupils’ learning</p> <p>All classes to carry out post units assessments</p>	<p>£4500</p>



				Total budgeted cost	£29700
<b>Tier 2: Targeted support:</b> To provide effective intervention strategies, based on gap analyses, which incorporate consistent delivery; high quality feedback to pupils and the effective liaison with class teacher, tutor and pupil. <i>(Addressing Barriers B, C, D and E)</i>					
Key Actions	Rationale / Evidence for proposed actions	Monitoring	Success Criteria	Cost	
<p><b>Barrier B</b> Commission Chatteraway Speech and Language Therapist</p> <p>Early identification through speech and language screening of all EYFS pupils and identified Key Stage 1 pupils using Chatteraway programme</p> <p>SALT interventions for identified pupils with TA support</p>	<p>Research has shown that there can be a significant difference in vocabulary for different groups. The Early Catastrophe Paper (Hart and Risely, 2003) reports: "Vocabulary (at age 3) of a child from a disadvantaged family: 500 words. Vocabulary (at age 3) of a child from a professional family:1,100 words."</p> <p>"Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year." (EEF toolkit)</p> <p>This will ensure early identification of those children whose speech and language skills are underdeveloped. Evidence from prior years indicates that a targeted approach to improving outcomes for those children will have a long-term effect on children's ability to access reading and writing as they progress through the school.</p>	<p>Termly SALT assessment Dec 20, Mar 21, June 21</p> <p>Trained speech and language staff members to assess identified children. Oct 20, Mar 21</p> <p>Children with identified needs will be targeted either through group or 1:1 interventions or referrals to Speech and Language service</p> <p>Impact will be monitored through termly tracking of speech ages and stages grid Dec 20, April 21, July 21</p> <p>Analysis of SALT data with Speech Therapist Oct 20, Feb 21</p> <p>PP Governor monitoring Dec 20, Mar 21, July 21</p>	<p>Data demonstrates impact of SALT interventions for PP children at least in line with non-PP children and close gap to ARE.</p>	<p>£3000</p> <p>Staffing- £4600</p>	

	Evidence sourced from Sutton Trust fully supports schools in drawing a percentage of the cost of whole school interventions from Pupil Premium funding.			
<p><b>Barrier C</b></p> <p>Implement weekly RWI phonic group/1:1 interventions for identified pupils to address ARE gaps in phonics knowledge</p> <p>Phonics CPD sessions led by phonics leader for staff delivering 2 X per term</p> <p>Staff new to EYFS/Key Stage 1 phonics/RWI training</p> <p>Purchase matched phonics books</p>	<p>Phonics approach to reading = +4 months EEF Toolkit. Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. ( EEF)</p>	<p>Baseline phonics/RWI assessments Sept 20</p> <p>Termly RWI/ phonics assessments Nov 20, Mar 21, June 21</p> <p>Termly analysis of phonics/RWI data Dec 20, Mar 21, June 21</p> <p>Termly Phonics/RWI lesson drop ins Oct 20, April 21, June 21</p> <p>PP Governor monitoring Dec 20, Mar 21, July 21</p>	<p>PP children's phonics checks scores increase termly and are in line with peers</p> <p>RWI assessments demonstrate pupil progress termly and are in line with peers</p> <p>Intervention data demonstrates accelerated progress for PP pupils</p>	<p>Staffing £11,500</p> <p>Matched Phonics books £1000</p>

<p><b>Barrier D</b></p> <p>Deliver 12 week switched on reading interventions for identified pupils key stage pupils</p> <p>Termly TA switched on reading training</p> <p>Inference training interventions 12 week interventions for identified key stage 2 pupils</p> <p>1:1 reading with identified pupils</p>	<p>Some pupils require additional targeted support in order to catch up and close gaps. "Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average." (EEF toolkit)</p> <p>Based on Sutton Trust, children benefit from additional support in class rather than being withdrawn. Staff will provide children with additional small targets which the child will be supported in, within their class work. Children will be able to self-assess against whether they have met their small targets.</p>	<p>Intervention baseline and completion data</p> <p>Sept 20 Dec 20 Mar 21 June 21</p> <p>PIRA/Hodder data</p> <p>Dec 20 Mar 21 July 21</p> <p>Session drop ins by termly English Leader</p> <p>Nov 20 April 21 July 21</p> <p>PP Governor monitoring</p> <p>Dec 20, Mar 21, July 21</p>	<p>Teachers in all Key Stage 2 classes can identify underachieving pupils matched to appropriate intervention criteria.</p> <p>Clear tracking of the effectiveness and impact of targeted strategies used to support pupils.</p> <p>English Leader can demonstrate clear processes that are in place to ensure that targeted reading support is regular, purposeful and meaningful to pupils and parents.</p> <p>Data/teacher assessment which reflects accelerated progress for those identified children</p>	<p>£6000</p>
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<p><b>Barrier E</b> Pre-teaching session led by teachers for identified pupils</p> <p>Autumn 2020 – once weekly per group</p> <p>Spring 2021 – twice weekly per group</p> <p>Summer – twice weekly per group</p>	<p>Children can feel more positive about intervention prior to the lesson and, therefore, it can boost their confidence and self-concept (Polak, 2017; Trundley, 2017; Earle and Rickard, 2017; Munk et al, 2010; Lalley and Miller, 2006).</p> <p>Pre-teaching prevents/minimises experiences of ‘failure’ in the lesson, where as re-teaching occurs after the difficult experience in the classroom (Lalley and Miller, 2006).</p>	<p>Session drop in by SLT Oct 20 April 21 June 21</p> <p>Pupil voice April 21 July 21</p> <p>Pupil termly PUMA data Dec 20 Mar 21 July 21</p> <p>PP Governor monitoring Dec 20, Mar 21, July 21</p>	<p>Attainment of PP pupils is in line with or better than national and in line with non PP pupils.</p> <p>Assessments at Data Drop 1,2,3 show a picture of ‘closing the gap’, making good or better progress and attainment in line with national and school expectations.</p>	<p>£17500</p>
<p><b>Barrier E</b> 6 weekly teacher led booster groups interventions for Year 5 and 6 in small groups</p> <p>Small TA supported groups in English and maths</p>	<p>Small group tuition = +4 months EEF Toolkit Providing personalised teaching and learning.</p>	<p>Pupil termly maths and reading data Dec 20 Mar 21 July 21</p> <p>Edukey- Individual Pupil Support plans and pupil targets Oct 20 Mar 21 June 21</p> <p>Session drop ins by SLT</p>	<p>Attainment of PP pupils is in line with or better than national and in line with non PP pupils.</p> <p>Assessments at Data Drop 1,2,3 show a picture of ‘closing the gap’, making good or better progress and attainment in line with national and school expectations.</p>	<p>£8500</p>

<p><b>Barrier F</b> Additional SENDCO hours Additional TA SEN hours</p> <p>Clear identification of learning needs</p> <p>Targeted in class and intervention support based on needs</p> <p>Scaffolds and models to support learning</p> <p>Individual pupil resource packs</p> <p>Toe by Toe programme to develop children's instant recognition of letter patterns and words</p>	<p>EEF Guide to Pupil Premium states: For pupils with Special Education Needs deprivation is likely to be part of the broader context for many for the school's families.</p>	<p>Pupil termly maths and reading data (PIRA, PUMA , Hodder) Sept 20 Dec 20 Mar 21 July 21</p> <p>Edukey- Individual Pupil Support plans and pupil targets Oct 20 Mar 21 June 21</p> <p>Edukey - Interventions data Oct 20 Mar 21 June 21</p>	<p>All PP pupils with additional needs including SEN are identified and supported both by school and by external agencies in order that they make good progress from their starting points</p> <p>Evidence that 'gaps' and needs in SEND PP children's learning have been identified, and that those 'gaps' have been targeted through 1:1 or small group support.</p> <p>External agencies commissioned to support school identification and intervention approach</p>	<p>£9000 £8650</p>
				<p><b>Total budgeted cost</b> £69750</p>
<p><b>Tier 3: Wider Strategies: To address non-academic barriers G, H and I</b></p>				
Key Actions	Rationale / Evidence for proposed actions	Monitoring	Success Criteria	Cost
<p><b>Barrier G</b> Learning Mentor employed</p> <p>Range of pastoral workshop 1:1 or group interventions to support metacognition and readiness for learning</p>	<p>Until children's self-esteem and confidence is developed, they are unlikely to make improved academic progress. EEF evaluated 'Social &amp; Emotional Learning' as moderate impact (+4 months).</p>	<p>Interventions reviewed termly Dec 20 Mar 21 July 21</p>	<p>Children receive personalised wellbeing support as appropriate to ensure they are 'ready to learn'.</p>	<p>£9100</p>

<p>Focused nurture interventions 1:1 or group for identified pupils (learning behaviours, social skills, friendship skills, anger management, protective behaviours)</p> <p>Meet and greet for identified vulnerable pupils every morning</p> <p>CPD for FW (ELSA training/attachment disorder)</p> <p>Training for using Edukey as a tool to measure the impact of interventions for supporting pupils with emotional and social needs.</p>	<p>The EFF Toolkit suggests that targeted behaviour interventions for those diagnosed or at risk of emotional or behavioural disorders have impact.</p>	<p>Boxall scores- individual Boxall scores</p> <p>Review and analysis of behaviour logs</p> <p>Oct 20</p> <p>Dec 21</p> <p>Feb 21</p> <p>Mar 21</p> <p>May 21</p> <p>July 21</p> <p>Pupil voice</p> <p>Dec 20</p> <p>Mar 21</p> <p>July 21</p> <p>PP Governor monitoring</p> <p>Dec 20, Mar 21, July 21</p>	<p>Percentage of identified children achieving green cards increases</p> <p>Reduction in number of red cards for identified pupils</p> <p>Reduction in number of fixed term exclusions for identified pupils</p>	
<p><b>Barrier H</b></p> <p>Family Support workers employed</p> <p>Pastoral team created within school including Head teacher, SENDCO, Learning Mentor and Family Support workers and meet fortnightly to review identified pupils/family's needs</p> <p>Identified training and support put in place for FSW and LM, where identified (eg. attachment disorder/ protective behaviours, DSL)</p>	<p>External factors need to be addressed to ensure 'Readiness for Learning' Factors include finance, housing, deprivation, high mobility, migration, safeguarding or attendance.</p> <p>Due to the expense of outside agencies, we have chosen to develop a pastoral team of a Learning Mentor and Family Support Worker. Early Help Assessments are a recognised means of pulling agencies together to support families to provide early interventions.</p>	<p>Fortnightly pastoral support meetings</p> <p>Review of number of EHA, CIN and CP cases</p> <p>Oct 20</p> <p>Dec 20</p> <p>Mar 21</p> <p>May 21</p> <p>July 21</p> <p>Parent/carer voice</p> <p>Feb 21</p>	<p>Pupil and parent voice show more positive attitudes towards learning and behaviour.</p> <p>Impact of Families Reviews show a greater level of parental and child engagement.</p>	<p>£9700</p>

<p>Increased support for families through Early Help including signposting, Early Help assessments, CIN and Child Protection work</p> <p>Parent workshops – targeted parent workshops to support families</p>		<p>June 21</p> <p>May 21</p> <p>PP Governor monitoring Dec 20, Mar 21, July 21</p>		
<p><b>Barrier 1</b></p> <p>Weekly tracking of attendance by office administrator and family worker</p> <p>Attendance letters sent to families</p> <p>Attendance meetings with families</p>	<p>Forming relationships that ensure that school and parents can work together in improving attendance have previously shown good impact.</p>	<p>Attendance data analysis</p> <p>Oct 20 Dec 20 Feb 21 Mar 21 May 21 July 21</p> <p>Monthly review of PP persistent absent pupils</p> <p>Termly attendance monitoring and review meetings with SLT</p> <p>Attendance reports for AGC</p> <p>PP Governor monitoring Dec 20, Mar 21, July 21</p>	<p>Attendance for the PP children is narrowing gap with national NPP attendance at 96.6%.</p> <p>Reduce the number of persistent absentees among PP children closer to 6.2% or below (NPP National Average).</p>	<p>£3000</p>
			<p><b>Total budgeted cost</b></p>	<p>21,800</p>
			<p><b>Overall Cost</b></p>	<p>121,250</p>

Review of expenditure				
Previous Academic Year		2019-2020		
Quality of teaching for all				
i.				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
A, B, C, D, E Additional adults will impact upon all outcomes, by there being another person for pupils to respond and interact with.	Additional support staff so that each class has a teacher and a teaching assistant.	Each class had dedicated support staff allowed teaching staff to focus on identified PP pupils within class.	Each class had a dedicated TA to provide additional focus on PP pupils supporting group teaching. This strategy needs to continue 2020-2021  In addition, teachers targeted activities through quality first teaching specifically for pupil premium children up until Covid lockdown. This strategy needs to continue 2020-2021  CPD this year will focus on continuing to develop staff QFT	
C: Reading	Introduction of reading approach:  RWI  VIPERS	Whole school approach to reading and phonics with VIPERS and RWI.	Consistency of whole school approach to reading and phonics using VIPERS.	
E. Maths	Introduction of Times Table Rock stars to increase mental maths skills	Whole school approach to multiplications. Children engaged in time tables challenges.	Continue with Times Tables Rock Stars and introduce Numbots for Key Stage 1 pupils.	
Total budget cost				£47,172



ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
B: Speech and communication	<p>Introduction of Speech and Language approach:</p> <p>Chatterway</p>	<p>Children in need of speech and language provision were able to access a speech and language programme on site.</p> <p>Staffs' confidence in supporting children with speech and language needs increased.</p> <p>All EYFS and Year 1 pupils screened for speech and language and then accessed identified interventions and support.</p>	<p>Early identification of pupils with speech and language issues enabled them to access support in school quickly.</p> <p>Staffs' confidence in supporting children with speech and language needs increased.</p> <p>Children who had been identified support maintained progress when returning to school in September 2020.</p>	
C: Reading	<p>RWI interventions</p> <p>Toe by toe</p> <p>Switched on!</p> <p>Additional 1:1 reading for pupils</p>	<p>Children who accessed phonics interventions made good progress from starting points whilst they ran</p> <p>Children that accessed switched on reading made good progress within the intervention whilst it was running.</p>	<p>Focused phonic screening assessments ensured that phonics data was utilised more rigorously to target individual pupil interventions.</p> <p>Phonics leader's rigorous monitoring and evaluation of phonics teaching and learning resulted in sharply focused phonics masterclasses to improve the quality of provision for pupils. This strategy needs to be sustained in 2020-2021.</p> <p>Toe by toe effective for majority of pupils. Need more professional support for some TAs delivering programme</p> <p>Switched reading programme to be used 2020-2021 with identified pupils.</p> <p>Reading intervention to develop inference skills to be embedded in school.</p>	

D. Writing	15 day Challenges for targeted support (from Literacy unit overviews: target cards always available for pupils who are below expectation/greater depth)	Limited impact due to issues of consistency of approach across school and pupil absences.	Limited impact as staff with high level of PP find this strategy too cumbersome to effectively monitor and track.  Writing CPD for staff on developing writing required to improve the provision of writing across school.	
<b>Total budgeted cost</b>				£27,347
<b>iii. Other approaches</b>				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
F: Increase aspiration and engagement	FSW to support families with engagement, EHA, signposting, Child protection, etc	48% PP families were supported by FSW through signposting, Early Help, CIN and children protection work.  Families are able to approach school for help with a range of support.	Clear tracking of vulnerable families  Regular pastoral meeting with FSW and SLT to continue to share information.  To develop parent workshops to support parents in school.	
G. Increase attendance rates	FSW/Attendance officer to provide weekly reports on pupil attendance – reviewed weekly/termly  'Late Gates' to reduce persistent lateness across all children.	Daily/weekly monitoring of attendance takes place and where required, meetings held with parents to offer support and improve attendance and punctuality.  Weekly class and individual attendance rewards are well received by pupils.	Maintain existing approach and use opportunities outlined above to engage learners where attendance is a concern. Due to COVID, need to monitor closely on return to ensure attendance levels do not dip	

F: Increase aspiration and engagement	Learning mentor: small groups and 1:1 interventions	<p>Learning mentor provided emotional wellbeing support during Covid lockdown through home resources, in school support and individual phone calls/virtual meetings.</p> <p>67% of disadvantaged pupils were supported in year by either 1:1 Learning Mentor support, small group support or provided support for the family via Early Help process</p> <p>Specific programmes show pupils with barriers to learning supported appropriately.</p>	<p>Ensure that any Learning Mentor support is provided in 6 weeks blocks – with clear baseline and review data.</p> <p>Develop a range of focused parent workshops to support parenting skills.</p>	
<b>Total budgeted cost</b>				£18,431

#### Additional detail

- Pupil Personal budgets of £200 per year. All one-day school trips and residential trips will be funded through PP funding for 2019-2020. Total budget spend is £16600
- Pupil Premium lead £6320

£22,920

A number of PP children utilised the personal budgets to support costs of school trips to Boughton House, music lessons, sports clubs and holiday clubs.