

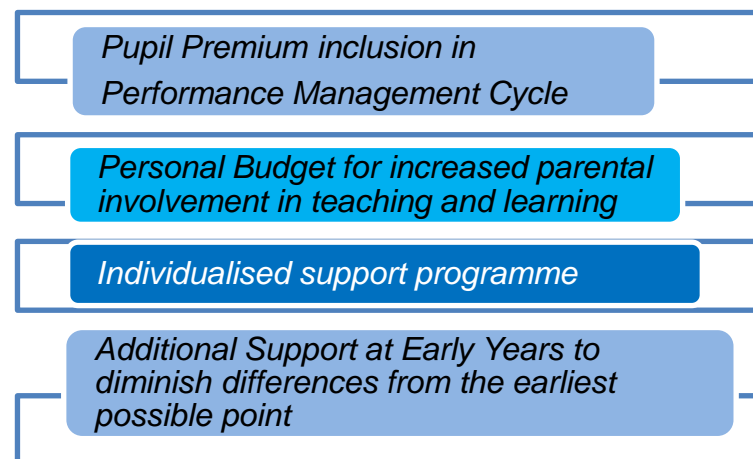
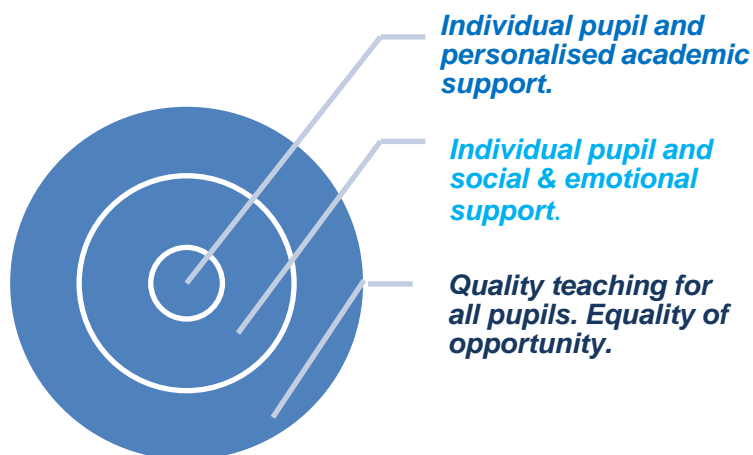
# Strategic Pupil Premium Plan

## St. Barnabas CE Primary School 2020-21

### Aims:

- For **all disadvantaged pupils** to make **rapid progress** towards achieving at **Age Related Expectations** (ARE) or **Greater Depth** for the **most able, including bridging any gaps in learning as a result of lockdown and school closure.**
- For **all disadvantaged pupils** to remain a priority for **additional provision** to meet their **social, emotional, physical, and learning needs.**
- For **all disadvantaged pupils** to receive a **personal or bespoke provision** to help address **areas of inequality, including the most able.**
- For **high quality communication** and liaison between **home and school** to be the norm.
- For **all disadvantaged children** to be able to access a range of **wider opportunities** than might not ordinarily be available to them.

1. Summary information					
School	St. Barnabas C.E Primary School				
Academic Year	2020-21	Total PP budget	£132,430	Date of most recent PP Review (LA Audit)	Nov 2016
Total number of pupils	415	Number of pupils eligible for PP	104	Date for next internal review of this strategy	July 2021



## 2. Planned expenditure

### Academic year 2020-21

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

#### i. Quality of 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?	Staff lead	When will you review implementation/costs?
All pupils with Social, Emotional and mental health difficulties receive appropriate support.	<b>THRIVE</b> and <b>Nurture</b> provision	Research based and nationally recognised provision. High quality CPD for specialist and all staff.	Termly whole class and individual screening. All year groups. Dedicated THRIVE leader. Data collected and analysed on a termly basis. Nurture provision in all year groups monitored and regularly evaluated. Whole staff training as part of cycle of training updates. 2 further staff in the process of being fully Thrive accredited trained.	Sarah Carey Jo Witcomb	Review July 2021  £36,774 Thrive including KS2 Nurture Group £2,688 Training for 2 new staff
CPD PSHE Training for all teaching and support staff	<b>National Online Safety: Accredited School Programme</b> <i>BCyberwise &amp; Life Caravan</i>	Research based and nationally respected provision for Primary aged pupils with governor, staff and parent/carer training and weekly updates. Consistency of PSHE provision and approach across the whole school, including training for tackling challenging areas as outlined in KCSIE 2020	Externally provided online training. Dedicated PSHE and Computing co-ordinators with specific monitoring strategy. Full SMT involvement in a rigorous monitoring and tracking system.	Sarah Hanson  Liz Chamberlain Rebecca Boulter Seb Craig	July 2021  £1,120 NOS Programme Life Caravan* x 2 £3,000  <i>Aut Term 2020 Life Caravan will be delivered virtually*</i>
CPD English support to include <b>termly</b> RWI/Literacy and Language/ Spelling Development days and My Book Blog. Provision of PIRA resources.	<b>Read, Write, Inc/Literacy &amp; Language Development Days</b>	Research based and nationally respected provision. High quality CPD and resources. Excellent outcomes from KS1 where attainment in reading is above national 2019 and progress in reading above national at KS2. Excellent outcomes for the most able pupils.	External consultancy service termly. Dedicated Reading Leader in school. English team support in school. 8 weekly assessment cycle. Rigorous monitoring.	Kate Robertson	July 2021 Development Days and curriculum release: £4,500 My BB £600 PIRA/PUMA £600

Aspiring Head teacher to receive high quality training and impact directly on raising standards for all pupils. Two members of staff identified to undertake NPQML and SL	<b>Leadership Training</b> from the National College for Teaching and Leadership (NPQH)	High quality training from a nationally recognised agency. One senior leader involved. High quality professional discussion and research. Succession planning.	Attendance and progress within the qualification monitored and supported by HT. National college mentor for the participant. Internal monitoring of impact.	Sarah Hanson	July 2021  NPQH costs already covered 2019-20. Costs for NPQML and SL under negotiation as may be eligible for a bursary
<b>Total budgeted cost</b>					<b>£49,282</b> <i>plus any NPQ costs</i>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action /</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Speech and Language support for all identified pupils. Referral to outside agencies for all pupils requiring additional SALT.	<b>Qualified Speech and Language Therapy (SALT)</b> and in school support	EEF Research based. Baseline assessments show speech and language is significantly below national on entry to school. SEND Team advice. Own analysis demonstrating high need including Language Links screening for every pupil.	Language Links assessment system used to demonstrate specific areas of difficulty. SALT diagnosis and intervention. In school tracking system (i-Track Online)	Sarah Carey	July 2021  £8,736 in school provision  Additional SALT: £2,800
For individual pupils to accelerate progress and achieve ARE at the end of KS2	<b>Third Space Learning</b>	EEF Research based: Moderate impact for high cost based on extensive research. Pupils identified for tuition using high quality internal assessments.	Nominated member of staff to supervise tuition weekly and monitor progress of all pupils. Medium term assessments and via Pupil Progress monitoring cycle.	Sarah Carey	July 2021  £1,075 per term  6 pupils

For disadvantaged pupils to make accelerated progress in reading and for all non-SEND and some SEND pupils to achieve ARE and the most able to reach GD.	<b>Pupil Premium Regular Additional Reading</b>	Successful initiative in Years 2 and 3 from 2016-20, showing year on year improvements including reading at the Greater Depth. Regular monitoring and evaluation including longer term impact as pupils move through KS2. Continue with both years due to success; some reduction in Y2 due to additional staff and low PP numbers in this cohort. Allocated SLT teaching time to support children in Years 5 and 6 in reading comprehension.	Monitored by DHT and SENCo. Dedicated adults to provide the intervention. Dedicated time and working space available. X 2 weekly in Year 2 X 3 weekly in Year 3	Sarah Carey	July 2021  £5,636  16-20 pupils
For disadvantaged pupils, including those who have had significant periods of time out of school due to national lockdown, to have focussed additional small group teaching to identify and close gaps in learning, especially in core subject areas.	<b>0.5 Additional teacher Year 6</b>	EEF Research based shows that additional group work has moderate impact for relatively low cost. Three year positive trend on outcomes at end KS2 in maths but these children have missed significant amounts of schooling. Small group teaching (10 pupils:1 highly qualified teacher) over 3 mornings a week plus 1:1 and 2:1 catch up sessions over two afternoons a week for the same children. This also reduces the numbers in class in the other Y6 classes.	Taught by the KS2 Team leader. Monitored by SLT. Dedicated work space made available	Kate Robertson	December 2020 in the first instance  £9,534 per term  10 pupils
For the most able pupils, including those who are disadvantaged, to receive high quality additional teacher led challenging provision including cross curricular STEM work.	<b>More Able Maths Additional Provision</b>	EEF Research based shows that additional group work has moderate impact for relatively low cost. Three year positive trend on outcomes at end KS2 in maths. Disadvantaged pupils achieving above national in maths including at the Greater Depth. Recognising and supporting where pupils show potential to achieve at a high level in STEM subjects.	Monitored by Pupil Premium Lead who is also a member of the maths team. Pupil Voice. In school tracking system. End KS2 outcomes.	Sarah Carey	July 2021  8-10 pupils No external cost; taught by DHT
<b>Total budgeted cost</b>					<b>£27,781</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
For all disadvantaged pupils to have ready access to the technology needed for home learning. This is to support any potential further lockdowns, self-isolation periods or homework.	<b>Provision of IT Equipment</b>	During school closure March- July 2020 almost all of the most vulnerable children attended school however, many disadvantaged children were learning at home and many did not have the necessary IT equipment needed to access on-line learning. Good quality, reconditioned laptops were supplied to those pupils. We intend to continue with this provision for any disadvantaged pupils who may need this support in 2020-21.	Senior leadership overview. Accurate information from parents and carers regarding devices available and number of children sharing use. Accurate records and monitoring. Secure loan or permanent provision system in place. IT technician responsible for all equipment being pupil ready with relevant shortcuts and passwords in place. Home use and on-going to response to on-line learning monitored daily or weekly as needed.	Kate Robertson  Martin Cockersole	January 2021 and then regularly after this date.  £3,570 for 35 laptops purchased summer 2020  35-73 pupils  Potentially up to a further £3,900 Autumn term 2020
Improved educational opportunities and empowering disadvantaged children to feel and be included. Increase self-confidence, a sense of community and resilience.	<b>Personal Educational Benefit Fund</b>	Achievement for All: Wider Outcomes research and evidence. Parental involvement in providing wider opportunities including outdoor learning, sport, music and the arts. Developing resilience and self-esteem. Highly positive evaluations at exit survey and Pupil Premium survey.	Finance Officer to oversee and monitor. Regular (Termly) SLT and School Business Manager monitoring. Pupil voice and parent/carer annual survey to evaluate impact. Individual responses at parent meetings with HT/DHT about effective use of this personal fund.	Sarah Hanson	July 2021  £18,720  All disadvantaged pupils

Improved educational opportunities and empowering disadvantaged children or those experiencing mental health difficulties to feel supported and to increase self-confidence and resilience.	<b>Mentor Service</b>	Further broaden individual support for the most vulnerable pupils. To offer regular, high quality learning and social, emotional support in school with a known and trusted qualified adult. EEF: Social and Emotional learning research shows that specific teaching of these skills has a positive impact on academic attainment equivalent to 4 additional month's progress. Feedback also has one of the highest gains in educational outcomes for pupils.	A service level agreement which gives clear direction to all stakeholders including weekly verbal and written feedback. Half termly meetings with line manager who is also a member of SLT. Parental permission obtained and opportunities for feedback.	Sarah Carey	End of each Term  £6,825 per term  £20,475 PA
To improve attendance and timekeeping for vulnerable or disadvantaged pupils and support families as a first point of contact with attendance concerns.	<b>Attendance Assistant and EWO</b>	Achievement For All: setting good attendance patterns and having high expectations for all pupils in order for them to fully access and benefit from their education. Welcoming and including families. Tackling additional barriers. Employment of an EWO to tackle the most challenging cases of Persistent Absence.	Attendance officer appointed and regular support and monitoring embedded. Weekly meetings with SLT member. Improved monitoring system embedded. EWO support x 1 hr weekly or blocked time as needed.	Georgina Meynell	July 2020  £ 8,760
<b>Total budgeted cost</b>					<b>£56,625</b>

### 3. Review of Planned Expenditure

#### Academic year 2019-20

This section demonstrates how effectively St. Barnabas CE Primary School has used the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies:

#### 1. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Lessons Learnt	Cost	IMPACT
<p>All pupils with Social, Emotional and mental health difficulties receive appropriate support.</p>	<p><b>THRIVE and Nurture provision</b></p>	<p>Research based and nationally recognised provision. High quality CPD for specialist and all staff.</p>	<p>Practitioners are strategically deployed across school to improve provision for all age groups. A qualified Thrive practitioner left mid-year to take on a promotion, which left a gap in provision.</p> <p>The positive impact of providing a dedicated space for Thrive provision to take place has continued. High impact for some extremely vulnerable pupils.</p> <p>A KS1 Nurture group was started in Autumn Term 2019 for 3 afternoons per week. This was very successful and gave good support to 8 children. 7/8 children made significant progress against their personal Thrive targets in two terms.</p> <p><b>Retain provision. Continue to train additional staff each year.</b></p>	<p>£35,630</p>	<p>Provision was disrupted by COVID 19 and lockdown from March 2020. Prior to lockdown, Thrive whole class screening had taken place in September and December. 22 individuals received 1:1 support. In December data shows that 55% (11/18) had made progress in the first 12 weeks, (some moving to the next Thrive level), 5 children were new and 2 children had significant difficulties and were not yet showing progress. Thrive practitioners supported class teachers in providing age appropriate activities for keyworker and vulnerable children attending school during lockdown and for children working from home accessing the curriculum via paper packs or online learning. Evidence and comments from parents showed that children engaged well with the material.</p> <p>Individual passports were completed for specific children to smooth transition to High School or their next class.</p>

<p>CPD PSHE Training for all teaching and support staff</p>	<p><b>National Online Safety Training</b></p> <p><i>Mental Health First Aid RSE Training Diocese Trauma Training LA ACES Training PSHE National Network Life Caravan</i></p>	<p>Research based and nationally respected provision for Early Years and Primary aged pupils. Consistency of PSHE provision and approach across the whole school, including training for tackling challenging areas as outlined in KCSIE 2020.</p>	<p>On-line training was high quality and broad based as well as having specialist options. Teachers and support assistants had input into topic areas for additional training. All CPD tied in well with RSE Training, keeping children safe on-line and sex education. Monitoring and tracking system in place and embedding.</p> <p><b>Retain provision.</b></p>	<p>£6,000</p>	<p>Excellent uptake of NOS training including voluntary units. Teachers reported feeling listened to regarding areas of support and training. High attendance including voluntary attendance from TAs at some CPD. Development of Growth Mindset approach across the whole school remains evident in learning walks and pupil voice feedback. School leaders have lead local development work on the new Relationships Education 2020 curriculum.</p>
<p>CPD English support to include half termly RWI/Literacy and Language/ Spelling Development days and My Book Blog. Provision of Headstart and PIRA resources.</p>	<p><b>Read, Write, Inc/Literacy &amp; Language Development Days</b></p>	<p>Research based and nationally respected provision. High quality CPD and resources. Excellent outcomes from KS1 where attainment reading is above national 2019 and improving. Y1 PSC results continue to be strong despite a cohort with very high SEND. Excellent outcomes for the most able.</p>	<p>Positive outcomes over two terms for actions put in place by the reading working party. 80% Year 6 children were working well within ARE prior to lockdown. Improvements to the teaching of spelling were embedded and continued so that children were better placed to access the KS2 curriculum. Positive outcomes from the book- led Reception curriculum over two terms. PIRA results mirrored strengths and weaknesses from KS2 Reading SATS tests (2019) and PIRA testing prior to lockdown were starting to show some real improvements. Continue to use as an indicator to improve reading provision.</p> <p><b>Retain provision reading focussed.</b></p>	<p>£5,150</p>	<p>Outcomes for all pupils and disadvantaged pupils in reading and writing were above local and national at the end of KS1 (2019). Writing at end KS2 was above local and national. Reading was below, however, progress in reading was above national at +0.5 SPAG results (all) at the end of KS2 were in line with local but below national. The most able pupils achieved well in all English results however, there remains a gap in attainment between all pupils and those that are disadvantaged at the end of KS2. Predicted outcomes for KS2 were much improved in reading for the 2020 cohort before lockdown. Embedded My BookBlog Years 4-6, PIRA testing and Headstart (KS2).</p>
<p>Aspiring Head teacher to receive high quality training and impact directly on raising standards for all pupils.</p>	<p><b>Leadership Training</b> from the <i>National College for Teaching and Leadership (NPQH)</i></p>	<p>High quality training from a nationally recognised agency. One staff member involved; also offering school to school support locally and developing leadership skill set. Succession planning.</p>	<p>Positive impact; further developing and embedding high standards. Other middle leaders gained opportunities to develop own skill set. <b>Retain and further develop provision</b> and support completion of NPQH qualification for DHT. Develop use of National college training to offer NPQML and SL to two other aspiring leaders.</p>	<p>£2,500</p>	<p>1 DHT has made good progress towards the NPQH course and completed a two term secondment to offer school to school support locally. High impact of leadership training and positive succession planning either for the school or locally.</p>
<b>Total cost</b>					<b>£49,280</b>



## 2. Targeted support 2019-20

Desired outcome	Chosen action /	What is the evidence and rationale for this choice?	Lessons Learnt	Cost	<b>IMPACT</b>
Speech and Language support	<b>Qualified speech and language support for identified individuals</b>	EEF Research based. SEND Team advice. Own analysis demonstrating high need including Language Links screening for every pupil.	Continue to prioritise Year R additional support as this has been highly successful. Ensure continuation of application for Early Years Pupil Premium Funding for Pre-School and target funding at improving Speech and Language and broadening vocabulary. <b>Retain provision. Employ a new speech therapist as our additional SALTherapist has now left.</b>	£12,270	All Reception pupils received Language Links screening and follow up 1:1 group intervention. 24% Reception and 31% Year 1 children made significantly better than expected progress in spoken language, following improvements made during the previous year. 5 referrals to SALT (2019-20) following Reception screening, all of which were accepted for speech therapy support and intervention from the team. This was a reduction of 4 pupils from the previous year and in line with the previous year. Covid interrupted provision and assessment for these children but it will continue now into Y1. Oracy remains a priority on the SDP.
For individual pupils to accelerate progress and achieve ARE at the end of KS2	<b>1:1 Tuition via Third Space Learning</b>	EEF Research based: Moderate impact for high cost based on extensive research. Pupils identified for tuition using high quality internal assessments.	We were unable to offer tuition in the same format due to redundancy and necessary cost cutting so moved to Third Space On-Line provision in 2018. Very positive outcomes for these pupils. This continued to be successful with a high rate of improved confidence and strong academic outcomes. <b>Continue this provision</b>	£4,296	Following very strong outcomes in maths in 2019- 88% (7/8) of 1:1 pupils achieved ARE in maths in KS2 SATs, a further 8 pupils accessed 1:1 Tuition via Third Space in 2019-20. 88% (7/8 pupils) achieved ARE Teacher Assessment at the end of Y6. Excellent links with the class teachers and SLT included in class additional support, after school booster sessions and planning and liaison with Y2 and 6 class teachers.
For pupils to make accelerated progress in reading and for all non-SEND to achieve ARE and the most able to reach GD.	<b>Pupil Premium Daily additional reading</b>	Successful implementation in KS1 2016; extended to Year 3 2017. Year on year improvements to reading outcomes for disadvantaged and all pupils at KS1.	Provision was interrupted due to covid. Long term monitoring of Y4 children who received this intervention the previous year showed that 70% (14/20) were working at ARE+ and 20% had achieved GD in reading by end of Y4.	£9,300	73% (8/11) disadvantaged pupils achieved ARE in Reading in KS1 SATs 2019. APS better than expected at +3.2. 11/18 (61%) PP children achieved ARE or GD in reading after two terms by teacher assessment (2020); this cohort has very high SEND at 34%. 70% PP children made good or better progress in reading in two terms. This is lower than usual but reflects the break in provision in March

		Positive outcomes for all pupils receiving this intervention support. Longer term monitoring shows strong impact.	<b>Retain provision. Continue to monitor children long term.</b>		2020. 10/14 (71%) disadvantaged pupils achieved ARE in Reading at the end of Year 3, a slight increase on previous year (2019).
For the most able pupils, including those who are disadvantaged, to receive high quality additional teacher led challenging provision	<b>More Able Maths Groups</b>	EEF Research based shows that additional group work has moderate impact for relatively low cost. Continued positive outcomes for our school KS2 SATS 2019 above local and national. 3 year positive trend.	DHT taught Y5 & 6 most able mathematicians across 1 term. Having all SLT involved in additional maths booster groups was positive; retain. Maintain GD maths challenge sessions 2020-21	£0 external cost	Greater Depth maths groups provided for pupils in years 5 and 6 as additional provision. 21.7%, 13/60 pupils achieved the GD score in maths, which is in the top 50% nationally, 2 of whom were disadvantaged in 2019. Progress in maths for all pupils was well above national at +1.8 5/17 (29%) disadvantaged Year 6 pupils were teacher assessed as working at the Greater Depth in Maths (summer 2020)
				<b>Total cost</b>	<b>£52,200</b>

### 3. Other approaches 2019-20

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Lessons Learnt	Cost	IMPACT
<p>Improved educational opportunities and empowering disadvantaged children to feel and be included.</p>	<p><b>Personal Educational Benefit budget</b></p> <p>Wider opportunities including music trips to Worcester Cathedral, Young Voices, Malvern theatre; eco project, visiting theatre companies, transport to local events, residential and class trips, music lessons and sports or after school clubs.</p>	<p>Achievement for All: Wider Outcomes research and evidence.</p> <p>Parental involvement in providing wider opportunities including outdoor learning, sport, music and the arts.</p> <p>Developing resilience and self-esteem.</p>	<p>Very supportive feedback from families. EYFS children do not always need the full amount but some older children need more; these balance out over time with greater opportunities for residential trips and additional musical and sporting opportunities for KS2. Reduced to £180 (£60 per term) with minimal impact. We have decided to reduce this further this year as a significant outlay has been spent on providing laptops and we may have other unknown costs later in the school year. There is scope to increase the personal budget later in the school year in special circumstances or if funds allow. This approach was praised in Ofsted Oct 2017 as being innovative and efficient use of funds. Continued strong outcomes for disadvantaged pupils in all year groups and national measures for three years, with an increase in maths and writing and a decrease in reading at KS2.</p>	<p><b>£31,345</b></p> <p>This is over £7,000 lower than in previous years due to school closure in March</p>	<p>This approach has a strong impact on pupil engagement, self-confidence and engagement, demonstrated by both attendance and commitment to a wide range of events and Pupil Voice surveys. High numbers of disadvantaged children stand for positions of responsibility in Y6, which takes a high level of resilience and self-confidence.</p> <p>On average 39 pupils a week received breakfast each day funded by PP- a significant increase on the previous year.</p> <p>During the year 9 children accessed music lessons or Young Voices; 24 children accessed after school clubs; 8 children received 1:1 tuition; 109 children attended a school trip and/or paid for swimming transport; 34 pupils received up to £100 worth of school uniform vouchers; 2 LAC pupils attended theatre factory sessions over several months; 21 pupils attended a fully funded residential trip. This is lower than the previous year due to some residential trips not taking place after lockdown.</p>

<p>To improve attendance and timekeeping for vulnerable or disadvantaged pupils and support families as a first point of contact with attendance concerns.</p>	<p><b>Attendance Assistant</b></p>	<p>Achievement For All: setting good attendance patterns and having high expectations for all pupils in order for them to fully access and benefit from their education. Welcoming and including families. Tackling additional barriers. Employment of an EWO to tackle the most challenging cases of Persistent Absence. Personalised programme of support.</p>	<p>EWO employment in order to address the most challenging attendance issues and on-going PA for a small group of pupils.</p> <p>Further improvements in streamlining the monitoring process.</p> <p>Further and on-going safeguarding and attendance training for key staff.</p> <p>Continue with regular evaluation of pupils prioritised for support.</p> <p><b>Continue this provision.</b></p>	<p><b>£8,585</b></p>	<p>Whole school attendance further improved by +0.5% and is just above national at 96.6%. Most disadvantaged groups have improved their attendance steadily over the year. A slight increase but still well below national rate of PA at 8% (29) pupils Y 1-6. FSM attendance showed a further small improvement of +0.26 % to 94.46 % (in line with National); SEND attendance has improved by +0.6 at 95.62%. A reduction in attendance for pupils with an EHCP from 96.9% (2018-19) to 95.49% but this was due to medical needs/operation and usual attendance for pupils with an EHCP is good.</p> <p>Some outstanding individual improvements with one pupil improving from 48% attendance to 94.7% and continuing to rise.</p> <p>Pupil premium attendance showed a good increase +1.1 to 95.8 % and is now above (+1.4) national for the same group. LAC attendance was 99.02% which is excellent and well above national for all pupils. EAL attendance retained its improved levels and is now above national at 96.85% having been stubbornly low for several years.</p> <p>All strong evidence of several years of drive and multi-layered support to ensure children attend well and access their educational entitlement.</p>
<b>Total cost</b>				<b>£39,930</b>	

## Lesson learned and Agreed Actions for Disadvantaged Pupils 2020-21

### Involving Stakeholders:

- ✓ Prioritise a **safe return** to school for all pupils with **excellent personal and academic support via a Recovery curriculum** and provision for mental health and well-being available in school and via external support networks.
- ✓ Prioritise the **provision of suitable devices** for every disadvantaged pupil to be able to access all remote learning provision.
- ✓ Additional 0.5 teacher in Year 6 to prioritise children with gaps in their learning. Initially 1 term only.
- ✓ Continue with the **personal budget** but reduce to £120 (£40 per term). This reflects greater funding spent on IT devices currently. The personal budget has reduced by more than half since we set this up in 2016-17 (£280 per annum). This has been cut year on year due to budget constraints in order to continue to offer a wide range of provision and a high level of well-qualified adult support; this year there are additional strains on the budget however, there is capacity to increase this personal budget later in the school year. Specifically linked to increased opportunities for disadvantaged pupils: this includes covering all or part of the cost towards attendance at residential trips, school trips, additional tuition, peripatetic music lessons, after school clubs, school uniform and kit and, wider opportunities. ***All aspects must lead to improved educational opportunities and empowering disadvantaged children to feel and be included.***
- ✓ Continuation of **Third Space Learning** highly successful as an alternative to 1:1 or 2:1 tuition. Very strong academic and personal outcomes for this intervention although it does require weekly adult input to ensure it is all set up and runs smoothly.
- ✓ Further increase provision to support pupils with mental health concerns and/or well-being vulnerabilities by continuing with both the **Mentor Service on an SLA** basis and complete training for two more Thrive practitioners, so that all key stages have regular provision.
- ✓ Discontinue the **KS1 Nurture Group** but offer 1:1 nurture support for the most vulnerable individuals based on THRIVE principles, which will directly address social and emotional gaps in learning.
- ✓ Highly personal target setting for every pupil in all core areas, including addressing any gaps in learning as a result of long term pupil absence. Linked to **Performance Management** so that all teachers are accountable for at least good and often accelerated progress for disadvantaged pupils.
- ✓ Involving all teachers and Teaching Assistants in **Team Action Plans (TAPS)** to identify and prioritise disadvantaged learners where they may be at risk of under achieving.
- ✓ Planning, delivering and evaluating TAPS so that disadvantaged or vulnerable learners receive additional and focussed support.
- ✓ Retain **EWO** service to further develop and support the school attendance officer in her work with pupils and their families where poor attendance and/or punctuality impacts on learning, academic progress and well-being.
- ✓ Continue with and retain **THRIVE**: research based social and emotional well-being programme to support the most disadvantaged or emotionally vulnerable pupils. Dedicated use of the second THRIVE room so that 1:1 and small group work is offered to all children who

need this provision in a better quality environment. Work closely with parents and carers so that THRIVE techniques can be used at home to support children and their families.

- ✓ **Exploring barriers** and impact of additional funding for disadvantaged pupils and families in a proactive and solution focussed manner.
- ✓ Continue to work with all stakeholders to provide high quality **pre-school education** for up to 52 two, three and four year olds within the community, including those from disadvantaged backgrounds. To ensure that additional Early Years Funding improves outcomes for these very young pupils before they reach statutory school age.

### CPD Training:

- ✓ Release and continue to update training of adults in **THRIVE** so that this research based and highly effective programme can be started at EYFS, helping to quickly identify barriers and close the gap from the earliest opportunity. Cascade THRIVE training to all adults working in School and Pre-School on an annual basis.
- ✓ Cascade and further develop the Mental Health First Aid training and toolkit, alongside the Behaviour support Toolkit to ensure that all adults working in pupil facing roles have a secure understanding and knowledge of how to identify and support pupils who may be vulnerable.
- ✓ Whole School **National Online Safety** CPD (staff, governors, parents & carers) to become a NOS Accredited School by September 2021.
- ✓ Further invest in **Read, Write, Inc. Programme** to maintain the high quality of provision via **Development Days** and training so that pupils with low starting points or disadvantaged pupils can make rapid progress in the core skills of reading, spelling, writing and grammar from the earliest possible time.
- ✓ Invest in Leadership Training so that aspiring future leaders can receive high quality training from the National College for Teaching and Leadership (NPQH, NPQEL, NPQML & NPQSL) and impact directly on raising standards for all pupils, including the most disadvantaged.
- ✓ Invest in PSHE and safeguarding training so that our wider curriculum meets the needs of the most disadvantaged learners and local community needs.
- ✓ Further monitor the introduction of **My Book Blog, PIRA and Headstart** resources for teaching comprehension reading skills and plan accordingly as this plan was interrupted in March 2020.
- ✓ Ensure the highest quality **Safeguarding Training** so that all vulnerable or disadvantaged pupils are well supported within school and the wider community.

### Additional Support:

- ✓ Provide an additional trained adult at **EYFS** and **Year 1** to support the delivery of TAPS and personalised intervention programmes from the earliest possible time.

- ✓ Provide **full time TA support** in Years 2 and 3 to provide a regular (3 or 4 times weekly) nurture and reading provision for disadvantaged pupils. Increase the quantity and quality of reading at home through communication of success and direct support for parents and carers.
- ✓ Provide **1:1 nurture provision at Early Years and KS1** and maintain the **daily Morning Group nurture class at KS2** so that the most vulnerable pupils can access their education and have their social and emotional needs met.
- ✓ Provide small group, 1:1 or 2:1 **THRIVE** interventions for all identified vulnerable or disadvantaged pupils, at all key stages.
- ✓ Maintain provision of one **qualified sports assistant and a sports apprentice** so that more pupils can be involved in inspiring and motivational sporting and outdoor education opportunities.

### Financial and Resource Management:

- ✓ Maintain roles to ensure that disadvantaged pupils **attend school** regularly and on time so that they benefit from their educational provision.
- ✓ Maintain the the role of **Assistant SENCo SEND support** at 0.4 FT teacher so that even greater support is available and prioritised for disadvantaged pupils who also have an additional SEND.
- ✓ Develop roles through high quality training (see Sport Premium Grant Plan) to support sports assistant & apprentice so that additional sporting and play opportunities are available for all pupils, including those who are disadvantaged.
- ✓ Develop and **increase the use of the outdoor area** by working with the local council to access an **additional piece of forest school land** to be used by KS2 pupils.
- ✓ Embed financial management roles to ensure that additional Pupil Premium Funding (**EYPP**) is used highly effectively to secure the best possible outcomes for all disadvantaged learners, including in the Early Years at Green Lane Pre-School.
- ✓ Explore all funding opportunities to investigate **building an additional hall** and on-site early years provision in order to meet the needs of all pupils including the most disadvantaged pupils.
- ✓ Once current restrictions begin to lift, re-establish and then maintain **the high levels of participation and involvement** in extracurricular music, sport and art activities so that they may make the most of all wider opportunities on offer and be fully involved in the life of the school and their wider community. **Be creative** about creating and providing **additional and inspiring extra-curricular opportunities** during restricted times and afterwards.
- ✓ Maintain and embed the increase in our curriculum provision to include: 6 weeks of Food technology lessons for all pupils in Years 3 and 4; Half a term Outdoor Learning environmental project for all pupils in Year 5; Intergenerational project between Green Lane Pre-school and Fernhill House residential home\*. (\*Once all of these activities are able to re-start)
- ✓ Further improve IT facilities to include the provision of laptop devices for all disadvantaged pupils so that all pupils, including the most disadvantaged, may access remote learning in line with their peers.

### **Future Developments:**

- ✓ Ensure that all strategic decisions related to additional Pupil Premium Funding lead to the best academic and personal outcomes for all disadvantaged pupils.
- ✓ Work to maintain our strong provision for mental health and well-being team to include academic mentoring/counselling: so that disadvantaged pupils may experience even greater academic success and feel extremely well supported, including on transition to High School or within long or short term foster placements for Looked After children.
- ✓ Early Years Pupil Premium Funding continues to be applied for and carefully prioritised to improve outcomes for the very youngest children.
- ✓ Early Years: Maintain the employment of a Speech and Language therapist employed to assess, deliver and evaluate high quality 1:1 and small group speech and language work in Pre-School and Reception.
- ✓ Manage the financial implications of fluctuating numbers of disadvantaged pupils so that there is smooth provision for all.