



Langley Mill Church of England (Controlled) Infant School and Nursery

Pupil Premium Strategy Statement

1. Overview of the Pupil Premium Grant (PPG)

The Pupil Premium Grant (PPG) is additional funding granted by the government, designed to help schools close the attainment gap between children from low income and other disadvantaged families, and their peers. The total amount of funding received is proportionally linked to the number of children who are eligible for free school meals. Schools are required to inform parents and carers how the Pupil Premium Grant is used to improve attainment.

The PPG per-pupil rate for 2020 to 2021 is as follows:

Disadvantaged pupils

- **£1,345** for every child in Reception, Year One and Year Two recorded as Ever 6 free school meals (FSM). The Pupil Premium for 2020 to 2021 will include pupils recorded in the January 2020 school census who have had a recorded period of FSM eligibility since May 2014, as well as those first recorded as eligible at January 2020.
- **£2,345** for every child categorised as a Looked-After Child (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by an English local authority.
- **£2,345** for every child who has ceased to be looked after by a local authority in England because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order) as recorded in the January 2020 school census (collectively referred to as post-LAC).

Service children

- **£310** for every child in Reception, Year One and Year Two with a parent currently in the armed forces, with parents who have died in service or were previously eligible.

2. Summary information

School	Langley Mill Church of England Infant School and Nursery				
Academic Year	2020-21	Total PP budget	£53,420	Date of most recent PP Review	July 2020
		Predicted spend	£58,264		
Total number of pupils	89	Number of pupils eligible for PP	Total = 36	Date for next internal review of this strategy	July 2021
			<ul style="list-style-type: none"> • FSME6 = 31 • LAC/Post LAC = 5 • Armed forces = 0 		
Pupil Premium Lead: K. Scrivens (Headteacher)					
Governor Lead: C.Chambers (Staff Governor)					

3. Current attainment* (NB - end of 2018-2019 data as no 2020 data available due to COVID-19 pandemic)

Early Years Foundation Stage Profile - Reception

Number of pupils in cohort: 24	Number eligible for PP: 9	Pupils eligible for PP (school)	Pupils not eligible for PP (school)	Pupils not eligible for PP (national)
% achieving a Good Level of Development (GLD)		44	73	74
% achieving expected standard or higher in Reading		44	80	79
% achieving expected standard or higher in Writing		44	73	76
% achieving expected standard or higher in Maths - Number		44	73	82
% achieving expected standard or higher in Maths – Shape, Space, Measure		44	73	84

Phonics Screening Check - Year One

Number of pupils in cohort: 34	Number eligible for PP: 9	Pupils eligible for PP (school)	Pupils not eligible for PP (school)	Pupils not eligible for PP (national)
% of children who met the expected standard (score of 32+/40)		56	92	84

Phonics Screening Check Retake - Year Two

Number of pupils to retake: 4	Number eligible for PP: 1	Pupils eligible for PP (school)	Pupils not eligible for PP (school)	Pupils not eligible for PP (national)
% of children who met the expected standard (score of 32+/40)		0	25%	93%

Key Stage One – Year Two

Number of pupils in cohort: 25	Number eligible for PP: 9	Pupils eligible for PP (school)	Pupils not eligible for PP (school)	Pupils not eligible for PP (national)
% achieving expected standard in Reading at Y2		89	75	79
% achieving expected standards in Writing at Y2		78	75	73
% achieving expected standards in Maths at Y2		78	81	79

Attendance 2019/2020

Number of pupils of school age: 91	Number eligible for PP: 34	Pupils eligible for PP	Pupils not eligible for PP	Pupils not eligible for PP (national)
% for 2019-20 (pre-lockdown): 94.6%		92.62%	95.97%	96.89%

4. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school)*

- | | |
|-----------|---|
| A. | A large proportion of pupils eligible for PP enter EYFS with below, and often well below, age related expectations in the prime areas of learning. This impacts on their ability to reach age related expectations in the prime areas and slows their progress in the specific areas and meeting the expected Good Level of Development by the end of EYFS. |
| B. | A significant number of pupils eligible for PP leave EYFS working below expectations in the specific area of literacy. This hampers their achievement in the core subject of English in KS1. |
| C. | The social and emotional mental health issues of some pupils eligible for PP, impacts negatively on their capacity to learn effectively and thus make good academic progress. |
| D. | The behaviour regulation difficulties of some pupils eligible for PP, hinders their access to the full curriculum and has a detrimental effect on their own academic progress and that of their peers. |

External barriers *(issues which also require action outside school)*

- | | |
|-----------|---|
| E. | Attendance/punctuality rates for some pupils eligible for PP are below average/low. This reduces their in-school educational hours and causes them to fall behind. |
| F. | Some pupils eligible for PP receive limited home learning support which slows their rates of academic progress. This is particularly a barrier during periods of self-isolation and local/national lockdowns. |

NB - The COVID pandemic and resulting school closure to some pupils exacerbated all of the above issues for some pupils, impacting negatively on attainment and well-being of pupils and their families:

- Some pupils have returned with lower attainment (lack of face to face teaching, lack of suitable home resources, low skills levels of some parents/carers so unable to support at home, non-engagement with home learning).
- Some pupils have returned to school lacking pace, stamina, self-belief and self-worth (out of routine, lack of teacher input and high expectations, not completing full school days/timetables, lack of resources to produce their 'best' work).
- Ongoing attendance issues due to isolating.

5. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	<ul style="list-style-type: none"> EYFS pupils with specific barriers in the prime areas of learning will be effectively supported to make good progress through tailored programmes. Measured through intervention impact monitoring records, ongoing assessments and analysis of achievement data. 	<ul style="list-style-type: none"> Intervention reports show accelerated progress for targeted children. School assessment systems show that targeted EYFS children eligible for PP are making rapid progress across the prime areas of learning.
B.	<ul style="list-style-type: none"> Accelerated progress for targeted Reception, Year One and Year Two children eligible for PP in phonics/reading. Measured through intervention impact monitoring records, ongoing assessments and analysis of achievement data. 	<ul style="list-style-type: none"> Intervention reports show accelerated progress for targeted children. School assessment systems show that children eligible for PP are making rapid progress in phonics/reading across school. Data analysis shows there is a diminishing difference between phonics/reading outcomes for PP children and others nationally.
C.	<ul style="list-style-type: none"> Pupils with social, emotional mental health issues will be effectively supported to allow them to learn effectively and make good progress. Measured through intervention impact monitoring records, Boxall profiles, support plan reviews and analysis of achievement data. 	<ul style="list-style-type: none"> PSED/PSHE intervention reports show accelerated progress for targeted pupils. Boxall profiles show increased ability of targeted pupils to recognise and deal with feelings. Emotional Well Being Plans for targeted pupils show improvements. School assessment systems show at least expected progress in core subjects for targeted pupils with emotional and social difficulties as barriers are removed.
D.	<ul style="list-style-type: none"> Pupils with behaviour regulation difficulties will be well supported to enable them and their peers to access the full curriculum and make good progress. Measured through coaching reviews, intervention impact monitoring records, Boxall profiles, review of behaviour logs, support plan reviews and analysis of achievement data. 	<ul style="list-style-type: none"> PSED/PSHE intervention reports show accelerated progress for targeted pupils. Boxall profiles show increased ability of targeted pupils to play, learn and work effectively with others. Emotional Well Being Plans for targeted pupils show improvements in behaviour regulation. The number of recorded behaviour incidents for targeted pupils reduce. School assessment systems show at least expected progress in core subjects for targeted pupils with behavioural difficulties as barriers are removed.
E.	<ul style="list-style-type: none"> Attendance and punctuality levels for all pupil groups, including those eligible for PP, will increase to meet national averages. There will be a reduction in the number of pupils arriving late for school each day. Measured through daily, weekly, 6-weekly, half termly and annual punctuality and attendance monitoring meetings and reviews of tailored support plans. 	<ul style="list-style-type: none"> Attendance of PP pupils will increase to 96%, in line with national 'other' pupils. Persistent absenteeism for pupils eligible for PP will reduce to 4%, in line with national other pupils. Overall school attendance will be at least 96% for statutory school aged pupils. The number of recorded lates will reduce term on term (for individuals and collectively).

	Desired outcomes and how they will be measured	Success criteria
F.	<ul style="list-style-type: none"> • The frequency of disadvantaged pupils reading at home and completing home learning tasks will increase. • Parental understanding will improve on the importance of reading/home learning and effective ways to support children outside school (through communication, meetings, curriculum activities, tailored support plans). • Measured through home learning records, parental feedback, staff discussions, and analysis of achievement data. 	<ul style="list-style-type: none"> • Home learning records show an increase in the number of children being supported with home learning tasks. • Weekly Church Tower Reading Awards show an increase in the number of pupils reading at home. • Parental feedback is positive following meetings. • School assessment systems show that pupils eligible for PP are making at least expected progress and there is a diminishing difference between their outcomes and those of other pupils nationally. • A greater proportion of pupils entitled to PP will be on track to meet age related expectations.

6. 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(s)	When will you review implementation?
<p>A - Pupils with specific barriers in the prime areas of learning will be supported to make good progress through tailored programmes.</p>	<ul style="list-style-type: none"> Full time teaching assistants in each EYFS class to deliver specific programmes that increase development in the prime areas of learning. 	<ul style="list-style-type: none"> The Education Endowment Foundation (EEF) advocates that early year's interventions have a positive impact, delivering an average of around five additional months' progress and are particularly beneficial for children from low income families. High quality provision with well-qualified and well-trained staff is essential. Giving a pupil 1:1 intensive individual support can be effective, delivering approximately five additional months' progress on average. Short, regular sessions over a set period of time result in optimum impact. Where tuition is delivered by teaching assistants there is evidence that training and the use of a structured programme is advisable. Interventions which target social and emotional learning (SEL), have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. 	<ul style="list-style-type: none"> CTs and SENDCo will plan, oversee delivery and fully evaluate the impact of all work undertaken to ensure quality and effectiveness. Teachers will monitor progress to ensure the support given is beneficial. Intervention reports will be analysed to ensure good progress. 	<ul style="list-style-type: none"> CTs SENDCo Teaching and Learning Assistants 	<ul style="list-style-type: none"> At the end of each review period for each specific intervention

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead(s)	When will you review implementation?
<p>B - Accelerated progress for targeted Reception, Year One and Year Two children eligible for PP in phonics / reading.</p>	<ul style="list-style-type: none"> • Training for NQT, YN TA and SEND TA on Sounds-Write scheme (x4 days remote learning). • Continued St Wilfred's English Hub support with embedding and developing the Sounds-Write scheme (x4 visit days). • Purchase of additional Sounds-Write materials to support in school and home phonics. 	<ul style="list-style-type: none"> • The Education Endowment Foundation (EEF) advocates that phonics approaches are effective in supporting young 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) and is more effective on average than other approaches to early reading. • English Hubs have been set up to promote a love of reading and support schools across the country to provide excellent phonics and early language teaching. Literacy specialists within each hub provide tailored support to schools including running events to showcase excellent practice in teaching reading and working with local schools to develop their practice. 	<ul style="list-style-type: none"> • Sounds-Write is an approved DfE scheme for effective phonics teaching. • English Hubs have been selected by the DfE on their proven track records with literacy teaching. • English Hub support includes regular monitoring and evaluation. • Rigorous analysis of achievement in reading will be completed. 	<ul style="list-style-type: none"> • English Lead / Reading Lead • English Hub literacy specialist • Reading Champion 	<ul style="list-style-type: none"> • At the end of the first full year of implementation (July 21 – if COVID doesn't impact face to face teaching and learning)
	<ul style="list-style-type: none"> • 'Year of Reading' initiative and accompanying resources to increase aspiration and reading for pleasure. 	<ul style="list-style-type: none"> • The National Literacy Trust asserts that embedding a love of reading in classrooms is transformative to pupils' academic success. A range of evidence is provided that gives strong links between driving a reading culture across school and a love of reading with attainment. • The EEF identifies parental involvement as having up to 3 months added progress for children. • Research by the National Literacy Trust also evidences the importance of parents becoming involved in their children's literacy practices at an early age. 	<ul style="list-style-type: none"> • The 'Year of Reading' project is led by the HT who is also the English Lead and an LLE. • Nominated governors monitor priority areas each term. 	<ul style="list-style-type: none"> • HT / English Lead / LLE • English governors 	<ul style="list-style-type: none"> • Termly review of cluster reading initiative during staff meetings. • Termly governor reports

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead(s)	When will you review implementation?
<p>C - Pupils with social, emotional mental health issues will be effectively supported to allow them to learn effectively and make good progress.</p> <p>D - Pupils with behaviour regulation difficulties will be well supported to enable them and their peers to access the full curriculum and make good progress.</p>	<ul style="list-style-type: none"> • Comprehensive AAS training for new staff. • Termly AAS refresher training for existing staff. • Regular coaching sessions by HT and PM for staff facing difficulties with pupils' SEMH issues. • Regular 1:1 pupil voice work by Pastoral Manager. • Embedding of vision and values through collective worship sessions and class reward systems. 	<ul style="list-style-type: none"> • EEF research shows SEL interventions almost always improve emotional or attitudinal outcomes, with improvements more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important. • The EEF advocates approaches to developing a positive school ethos and improving discipline across the whole school as these often result in improvements in target areas and also support greater engagement in learning. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours, particularly with specific pupils with behavioural issues. The EEF asserts that approaches such as improving teachers' behaviour management and pupils' cognitive and social skills seem to be equally effective. • The EEF advocates that metacognition and self-regulation approaches help pupils think about their own learning more explicitly, by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. These approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. The potential impact of these approaches is high as they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. The evidence indicates that teaching these strategies can be particularly effective for low achieving pupils. 	<ul style="list-style-type: none"> • CPD evaluations following training with termly feedback to governors. • Coaching records maintained by the PM to show impact. • Pupil voice work recorded by the PM and used to inform individual plans. • Lesson observations evidence effective staff behaviour regulation and the children's development of learning behaviours. 	<ul style="list-style-type: none"> • AAS training by the Virtual School and KCA. • HT, PM and SENCO lead training for staff in association with the Virtual School and KCA. • Pastoral Manager leads the coaching programme and 1:1 pupils voice work. • HT observes lessons. 	<ul style="list-style-type: none"> • CPD reports are reviewed on completion and reported to governors termly. • Ongoing discussion of coaching takes place. • Vision and values work will be reviewed termly and at the final INSET day in June 21. This will be reported to governors on the SIP and PSHE self-evaluation and action plan.

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead(s)	When will you review implementation?
<p>F – There will be an improved and effective remote learning plan in place to ensure learning continues if face to face teaching is disrupted.</p>	<ul style="list-style-type: none"> Survey pupils home learning experiences/resources and develop support and plans accordingly. Create learning packs each half term for isolating pupils which reflect in school learning, are sequential and 'parent friendly'. Staff training provided on use of Seesaw to provide interactive remote learning. 	<ul style="list-style-type: none"> EEF guidance states that ensuring access to technology is key, particularly for disadvantaged pupils as almost all remote learning requires access to both computers and the internet. EEF research asserts that remote teaching must include clear explanations, scaffolding and feedback and explanations must build clearly on pupils' prior learning. Ensuring that teachers and pupils are provided with support and guidance to use specific platforms is also essential, particularly if new forms of technology are being implemented. 	<ul style="list-style-type: none"> Home learning engagement will be closely monitored. Survey results will be used to drive developments. Parental feedback will be regularly sought. Staff discussions will be used to review methods used. CPD evaluation forms will be analysed for effectiveness and impact of training. 	<ul style="list-style-type: none"> HT to develop surveys. CTs to create learning packs. Governors to monitor and evaluate remote learning plans. 	<ul style="list-style-type: none"> CPD reports are reviewed on completion and reported to governors termly. Ongoing discussion of COVID response taking place. Termly review of key priorities on SIP with governors.
Total budgeted cost for Quality of Teaching for All					£15,000

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead(s)	When will you review implementation?
<p>A - Pupils with specific barriers in the prime areas of learning will be supported to make good progress through tailored programmes.</p>	<ul style="list-style-type: none"> Full time teaching assistants in each EYFS class to deliver specific programmes that increase development in the prime areas of learning. 	<ul style="list-style-type: none"> The Education Endowment Foundation (EEF) advocates that early year's interventions have a positive impact, delivering an average of around five additional months' progress and are particularly beneficial for children from low income families. High quality provision with well-qualified and well-trained staff is essential. Giving a pupil 1:1 intensive individual support can be effective, delivering approximately five additional months' progress on average. Short, regular sessions over a set period of time result in optimum impact. Where tuition is delivered by teaching assistants there is evidence that training and the use of a structured programme is advisable. Interventions which target social and emotional learning (SEL), have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. 	<ul style="list-style-type: none"> CTs and SENDCo will plan, oversee delivery and fully evaluate the impact of all work undertaken to ensure quality and effectiveness. Teachers will monitor progress to ensure the support given is beneficial. Intervention reports will be analysed to ensure good progress. 	<ul style="list-style-type: none"> CTs SENDCo Teaching and Learning Assistants 	<ul style="list-style-type: none"> At the end of each review period for each specific intervention

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead(s)	When will you review implementation?
<p>B - Accelerated progress for targeted Reception, Year One and Year Two children eligible for PP in reading.</p>	<ul style="list-style-type: none"> • 'Reading Champion' role (specialist Teaching Assistant off timetable to develop teaching and learning of phonics/reading and target identified pupils). • Daily Sounds-Write intervention delivered by class Teacher for lowest 20%. 	<ul style="list-style-type: none"> • School level data shows that the TA selected as the 'Reading Champion' has had a very positive impact on progress and outcomes in reading, with accelerated progress shown for targeted pupils. • The EEF asserts that phonics approaches are consistently effective in supporting young readers (4-7) to master the basics of reading, with an average impact of an additional four months' progress. Teaching phonics is also viewed as more effective on average than other approaches to early reading. • The EEF emphasises that effective phonics techniques must be embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. Daily reading accelerates reading progress in both word reading and comprehension skills. There is consistent evidence that reading to young children, and encouraging them to answer questions and talk about the story with a trained adult, is an effective approach. A number of studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills. • Small group tuition is effective with studies suggesting that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. 	<ul style="list-style-type: none"> • Review intervention impact reports. • Observe interventions. • Termly pupil achievement review of reading progress and attainment. 	<ul style="list-style-type: none"> • HT / AHT English leads • English lead / Reading Lead and/or English Hub Literacy Specialist. • HT with CTs 	<ul style="list-style-type: none"> • At the end of each intervention. • At the end of each intervention. • Termly

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead(s)	When will you review implementation?
<p>C - Pupils with social and emotional difficulties will be effectively supported to allow them to learn effectively and make good progress, and;</p> <p>D - Pupils with behaviour difficulties will be well supported to enable them and their peers to access the full curriculum and make good progress.</p>	<ul style="list-style-type: none"> Regular Pastoral Manager coaching sessions with staff (Behaviour Regulation Attachment Aware). 	<ul style="list-style-type: none"> The EEF advocates that on average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. The average impact on attainment is equivalent to four months' additional progress. Research also shows SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils (though on average all pupils benefit) with approaches effective from nursery to secondary school. EEF evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours, particularly with specific pupils with behavioural issues. The EEF also cites up to 4 months added progress for social and emotional learning programmes. 	<ul style="list-style-type: none"> Review of intervention impact reports. IEP / EWBP reviews. Coaching records. 	<ul style="list-style-type: none"> SENDCo SENDCO PM 	<ul style="list-style-type: none"> At the end of each intervention. Termly Ongoing
Total budgeted cost for Targeted Support					£14,500

iii.	Other approaches				
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?
<p>C - Pupils with social and emotional difficulties will be effectively supported to allow them to learn effectively and make good progress.</p> <p>D - Pupils with behaviour difficulties will be well supported to enable them and their peers to access the full curriculum and make good progress.</p> <p>E - Attendance and punctuality levels for all pupil groups, including those eligible for PP, will increase to meet national averages (cluster average for pre-statutory aged children) and there will be a reduction in the number of pupils arriving late for school each day.</p> <p>F - The frequency of disadvantaged pupils reading at home and completing home learning tasks will increase.</p>	<ul style="list-style-type: none"> • Full time Pastoral Manager (PM) in role, with the remit of removing barriers to learning and ensuring all disadvantaged pupils are 'ready to learn': <ul style="list-style-type: none"> ➢ 1:1 pupil voice / drawing & talking therapy ➢ Daily lunch club provision ➢ Individual Emotional Well Being Plans ➢ Attendance / punctuality plans ➢ Parental support e.g. ready for nursery/school, reading, phonics) ➢ 1:1 admission / transition meetings ➢ Early Help / TAF meetings ➢ Safeguarding and child protection meetings ➢ Tailored family support packages ➢ Signposting to services ➢ Multi Agency Team partnership working 	<ul style="list-style-type: none"> • The EEF identifies parental involvement as having up to 3 months added progress for children. • Two recent meta-analyses from the USA suggested that increasing parental engagement in primary schools has on average two to three months' positive impact. • There is also some evidence that supporting parents with their first child will have benefits for siblings. • The most recent Ofsted and Church inspections (March 16) cited the Pastoral Manager as having a huge positive impact across the whole school. 	<ul style="list-style-type: none"> • The PM is a highly skilled HTLA, with a first-class honours degree in childhood studies, and intensive safeguarding and child protection training. She will be managed on a daily basis by the HT, with regular reviews of intervention impact reports taking place. • Ongoing, regular high-quality training will be provided to support effective delivery of the PM role. • There will be continual updating of resources for effective delivery of support programmes, workshops, training sessions, individual therapy, etc. 	<ul style="list-style-type: none"> • PM • HT/PM • PM 	<ul style="list-style-type: none"> • Termly PM reports to HT. HT feedback to governors on termly HTs report. • Ongoing CPD evaluations reviewed by HT. • Termly PM reports to HT.

<p>F – There will be an improved and effective remote learning plan in place to ensure learning continues if face to face teaching is disrupted.</p>	<ul style="list-style-type: none"> • Survey pupils home learning experiences/resources and develop support and plans accordingly. • Create learning packs each half term for isolating pupils which reflect in school learning, are sequential and 'parent friendly'. • Staff training provided on use of Seesaw to provide interactive remote learning. 	<ul style="list-style-type: none"> • EEF guidance states that ensuring access to technology is key, particularly for disadvantaged pupils as almost all remote learning requires access to both computers and the internet. • EEF research asserts that remote teaching must include clear explanations, scaffolding and feedback and explanations must build clearly on pupils' prior learning. • Ensuring that teachers and pupils are provided with support and guidance to use specific platforms is also essential, particularly if new forms of technology are being implemented. 	<ul style="list-style-type: none"> • Home learning engagement will be closely monitored. • Survey results will be used to drive developments. • Parental feedback will be regularly sought. • Staff discussions will be used to review methods used. • CPD evaluation forms will be analysed for effectiveness and impact of training. 	<ul style="list-style-type: none"> • HT to develop surveys. • CTs to create learning packs. • Governors to monitor and evaluate remote learning plans. 	<ul style="list-style-type: none"> • CPD reports are reviewed on completion and reported to governors termly. • Ongoing discussion of COVID response taking place. • Termly review of key priorities on SIP with governors.
Total budgeted cost for Other Approaches					£28,764
Total expenditure					£58,264

7. Review of expenditure

Previous Academic Year (2019-20)

PP Allocation £43,709 / Actual Spend £53,056

i. ii. Quality of teaching for all

Desired outcome	Chosen action / approach	Impact	Lessons Learned	Cost
A - Pupils with specific barriers in the prime areas of learning will be supported to make good progress through tailored programmes.	Teaching Assistant support and training by school SENDCo on a range of programmes to support pupils with development in prime areas.	<ul style="list-style-type: none"> TA trained and developed by SENDCo September to December 2019 but then resigned post January 2020, when the role was carried on by another TA. 	<ul style="list-style-type: none"> Staff choice in delivery of interventions is crucial for effective delivery and positive impact. 	<p>£9,981</p> <p>(15 hours per week TA support and resources)</p>
B - Accelerated progress for targeted Reception, Year One and Year Two children eligible for PP in reading.	Sounds-Write training (x4 days) for all staff (October 19 and January 20).	<ul style="list-style-type: none"> All staff gained a comprehensive overview of the Sounds-Write programme to ensure its effective delivery. 	<ul style="list-style-type: none"> Training all staff is very costly and would have incurred lots of disruption had the English Hub funding not been sought. Throughout, whole school training is essential for fidelity to one scheme. 	<p>£4,300</p> <p>(rest supported by English Hub funding)</p>
	English Hub support for Reading Lead (x6 days).	<ul style="list-style-type: none"> Teaching of daily phonics lessons improved September 19 to March 20. All children made good progress in phonic development pre-lockdown. A good proportion of the least able showed accelerated progress from targeted interventions. 	<ul style="list-style-type: none"> Set times and spaces for delivery of interventions ensured their daily delivery. The lowest 20% cannot always be the ones targeted through daily interventions as their needs are so vast/severe. 	<p>£1,080</p> <p>(rest supported by English Hub funding)</p>
	Cluster reading initiative and accompanying resources to increase 'reading for pleasure'.	<ul style="list-style-type: none"> Extra events ensured reading was kept as a focus September to March and sustained excitement in reading. Enrichment events increase parental involvement, enable good role modelling on how to share stories with children and enable staff to support them in teaching children to read. Author visits result in quality work and increase worthy literature in homes. Sharing of books during key events prompts parents to reflect on stories in the home, raises the children's knowledge of literature and increases the time spent sharing and reflecting on children's texts. 	<ul style="list-style-type: none"> A book fuelled curriculum suits the children's interests and needs (end of 2018-19 curriculum review). 	<p>£500</p>

<p>C - Pupils with social, emotional mental health issues will be effectively supported to allow them to learn effectively and make good progress.</p> <p>D - Pupils with behaviour regulation difficulties will be well supported to enable them and their peers to access the full curriculum and make good progress.</p>	<p>Embedding of policies and procedures developed through 2018-19 involvement in the Derbyshire Attachment Aware Schools (AAS) project over the year with staff training and regular coaching sessions built into the school timetable.</p>	<ul style="list-style-type: none"> • Staff commitment to the approach and strategies becoming embedded into routine practices, supported by ongoing professional development. • Very positive school ethos and improved behaviour regulation across the whole school. • Improvements seen in target areas and greater engagement in learning. • Decrease in problematic behaviours, particularly with specific pupils with behavior regulation issues. • Emotion coaching strategies becoming embedded in everyday practice. • Prolific praise from Virtual School EP for the quality of action research and impact on pupils, staff and the whole school. • SENDCo surveys from staff showed lots of improvements in staff's knowledge, skills and confidence in adopting AA strategies. • Research project now appears in the LA booklet as a model of good practice. 	<ul style="list-style-type: none"> • Coaching must be timetabled each week in order for it to take place. • Coaching records need to be refined as they are too onerous for the Pastoral Manager to complete. • Regular staff training needs to continue take place to ensure AA strategies become embedded. 	<p>£250</p>
	<p>Development of good learning behaviours through the new vision and values with regular training for all staff and new resources for effective implementation and structure for collective worship.</p>	<ul style="list-style-type: none"> • Changed structure of CW to reflect the school's vision and values and streamlined behaviour regulation and reward system improved children's conduct and learning behaviours. • Use of church mice and local area history inspired and engaged the children. • Whole school consistency improved staff ability to develop, recognise and reward good learning behaviours. 	<ul style="list-style-type: none"> • Ensuring development of vision and values needs careful consideration with the need to work in a more remote, COVID safe way (i.e. daily worship, weekly awards, in class reward systems). 	<p>£350</p>
<p>Total expenditure for Quality of teaching for all</p>				<p>£16,461</p>

iii. Targeted support

Desired outcome	Chosen action / approach	Impact	Lessons Learned	Cost
A - Pupils with specific barriers in the prime areas of learning will be supported to make good progress through tailored programmes.	<ul style="list-style-type: none"> Dedicated SEND teaching assistant to work with pupils each morning on programmes given on IEPs, EWBP's, GEPs, SALT plans and EPS/SSEN/BSS reports e.g. Lego Therapy). 	<ul style="list-style-type: none"> TA trained and developed by SENDCo September to December 2019 but then resigned post January 2020. 	<ul style="list-style-type: none"> Staff choice in delivery of interventions is crucial for effective delivery and positive impact. 	£9,981 (already costed)
B - Accelerated progress for targeted Reception, Year One and Year Two children eligible for PP in reading.	<ul style="list-style-type: none"> 'Reading Champion' role with specialist TA off timetable to develop teaching and learning of reading and target identified pupils. Rapid Phonics intervention in Year 1. 	<ul style="list-style-type: none"> Consistency of approach and improved organisation ensuring maximum use of teaching time and clarity for staff. Development of positive home-school links. Assessments manageable and informative; being used effectively to track progress, identify gaps and fuel plans. Accelerated reading progress for targeted pupils against Sounds-Write criteria. Targeted children showing greater willingness to and enthusiasm for reading. Parents reported huge progress in reading development and overall confidence. Daily reading now occurring more regularly at home. Workshop increased parents' knowledge and skills which help them better support their children in the home environment. Morning bookworm group increased reading at home for targeted pupils, improved willingness and enthusiasm to read and resulted in speech and vocabulary extension for children with EAL. Rapid Phonics was replaced by daily Sounds-Write interventions following staff training. These showed good progress. <p style="color: red;">NB - No end of 2020 data due to COVID.</p>	<ul style="list-style-type: none"> Standardisation of record keeping procedures is vital to effectiveness. Reading letters for all new starters set expectations from the outset. Need to devise ways of attracting more parents/carers to training sessions offered using the EEF report '<i>Working With Parents To Support Children's Learning</i>'. Sounds-Write scheme cannot be effectively taught remotely (no books online, no resources available to parents/carers). Set times and spaces for delivery of interventions ensured their daily delivery. The lowest 20% cannot always be the ones targeted through daily interventions as their needs as so vast/severe. 	<p>£6,758</p> <p>(40% of Reading Champion costs)</p> <p>£1,073 (Phonics intervention)</p>
<p>C - Pupils with social and emotional difficulties will be effectively supported to allow them to learn effectively and make good progress, and;</p> <p>D - Pupils with behaviour difficulties will be well supported to enable them and their peers to access the full curriculum and make good progress.</p>	<ul style="list-style-type: none"> Weekly Pastoral Manager coaching sessions. 	<ul style="list-style-type: none"> Coaching programme used with 4 pupils and 8 staff with good results evident through staff feedback and lessened incidents of disruption. Improvements seen in target areas and greater engagement in learning. Decrease in problematic behaviours, particularly with specific pupils with behavior issues. 	<ul style="list-style-type: none"> Coaching must be timetabled each week in order for it to take place. Coaching records need to be refined as they are too onerous for the Pastoral Manager to complete. Regular staff training needs to continue take place to ensure AA strategies become embedded. 	Costed in other approaches
Total expenditure for targeted support				£7,831

iv. Other approaches

Desired outcome	Chosen action / approach	Impact	Lessons learned	Cost
<p>B - Pupils with social and emotional difficulties will be effectively supported to allow them to learn effectively and make good progress, and;</p> <p>C - Pupils with behaviour difficulties will be well supported to enable them and their peers to access the full curriculum and make good progress, and;</p> <p>D - Attendance and punctuality levels for all pupil groups, including those eligible for PP, will increase to meet national averages (cluster average for pre-statutory aged children) and there will be a reduction in the number of pupils arriving late for school each day, and;</p> <p>E - The frequency of disadvantaged pupils reading at home and completing home learning tasks will increase, and;</p> <p>F - A greater number of parents will understand the importance of education and how this affects life chances. They will know what age-related expectations are and how best to support their children in meeting these.</p>	<ul style="list-style-type: none"> • Full time Pastoral Manager (PM) in role, with the remit of removing barriers to learning and ensuring all disadvantaged pupils are 'ready to learn': <ul style="list-style-type: none"> ➢ 1:1 drawing/talking therapy ➢ Daily lunch club ➢ Individual pupil support plans ➢ Attendance/punctuality plans ➢ Parent workshops (ready for nursery/school, reading, phonics) ➢ 1:1 transition meetings ➢ Safeguarding and child protection meetings ➢ Tailored family support packages ➢ Signposting to services ➢ Multi Agency Team working 	<p>Increased 'readiness to learn' in terms of:</p> <ul style="list-style-type: none"> • Good punctuality and attendance levels (at least average). • Having correct equipment in school (e.g. PE kits, reading books, home learning, appropriate clothing). • Having good nutrition for health and well-being. • Having appropriate living conditions conducive to health and well-being. • Receiving appropriate warmth, love, safety and stimulation. • Being more supported with home learning/reading. • Being fully toilet trained. • Showing improved behaviour regulation, social skills and ability to form friendships. • Raised self-esteem. • Access to appropriate specialist support. • Improved parental engagement, involvement, expectations, knowledge and skills. • Improved home-school relationships. • Improved transition arrangements. • Improved AB policies, procedures and reporting system. 	<ul style="list-style-type: none"> • Pastoral Manager continually reflecting on own practice and developing strategies that reflect needs of pupils and their families at any one time. 	<p>£28,764</p> <p>(80% Of Pastoral Manager costs)</p>
Total expenditure for Other approaches				£28,764
Total expenditure				£53,056