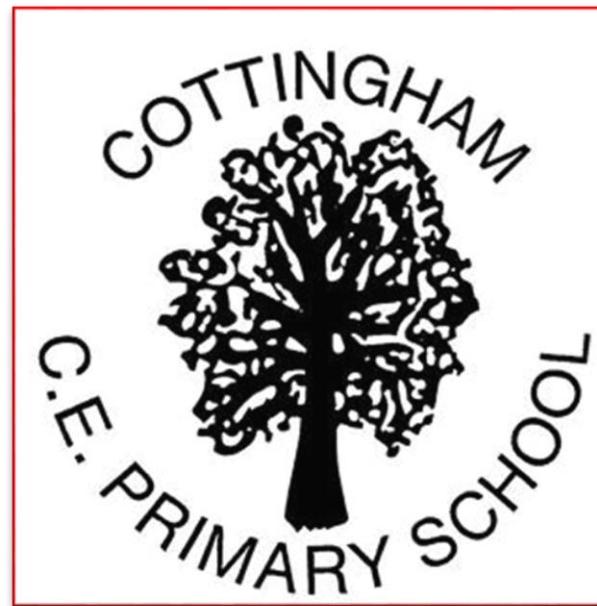


# Pupil Premium/Disadvantaged Pupils Strategy Statement

2020-2021

Cottingham CofE Primary School



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## 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 Cottingham CofE Primary School 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>	Cottingham CofE Primary School			
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£14,795	<b>Date of most recent PP Review</b>
<b>Total number of pupils on roll</b>	132	<b>Number of pupils eligible for PP</b>	11	<b>Date for next internal review of this strategy</b>

## 2. Current attainment (19/20) NO DATA \* (See below data for 18/19)

\*(KS2) Current attainment (End of 2018 - 2019)

	<i>Pupils eligible for PP (5)</i>	<i>Pupils not eligible for PP (15)</i>	<i>All (20 )</i>	<i>National Benchmark (PP)</i>
% achieving expected standard or above in reading, writing and maths combined	80%↑	60%	65%	65% (71%)
% achieving higher standard in reading, writing and maths combined	0%↓	13%	10%	11% (13%)
% achieving expected standard or above in reading	80%↑	73%	75%	78% (78%)
% achieving higher standard in reading	20%↓	53%	45%	27% (31%)
% achieving expected standard or above in writing	100%↑	67%	75%	78% (83%)
% achieving higher standard in writing	0%↓	20%	15%	20% (24%)
% achieving expected standard or above in maths	100%↑	67%	75%	79% (84%)
% achieving higher standard in maths	20%↓	27%	25%	27% (32%)
% achieving expected standard or above in GPS	100%↑	67%	75%	75% (83%)
% achieving higher standard in GPS	20%↓	40%	35%	36% (41%)
Progress Score - Reading	1.21↓	3.14	2.6	0.03 (0.32)
Progress Score - Writing	1.39↑	-0.88	-0.25	0.03 (0.27)

<b>Progress Score - Maths</b>	1.29↑	-3.42	-2.1	0.03 (0.37)
<b>Average Scaled Score - Maths</b>	105.0↑	102.5	103.2	105.0 (106.1)
<b>Average Scaled Score - GPS</b>	104.6↓	105.6	105.4	106.3 (107.4)
<b>Average Scaled Score - Reading</b>	104.6↓	107.4	106.7	104.4 (105.5)

#### \*(KS1) Current attainment (End of 2018 - 2019)

At the end of KS1 (Year 2), 2/17 children were in receipt of pupil premium funding. Both children achieved ARE in reading, writing and maths and made expected progress from EYFS – KS1. This is mostly in line with non – disadvantaged children at ARE (Reading 100%, writing 87% and maths 93%)

### 3. Barriers to future attainment (for pupils eligible for PP 2020/21)

- A.** Tier 1: Recent KS2 teacher mobility, as a result inconsistent impact of CPD, whole school initiatives. (2/3 Current KS2 teachers early career)
- B.** Tier 2: Previous slow progress made by Y5 children (Current Y6 - 3/3) impacted upon during school closure/summer holiday.
- C.** Tier 2: Planned intervention for PP/other children in reading/mathematics 2019/20 cut short by school closure.
- D.** Tier 3: Anxiety caused by missed opportunities for transition prior to summer holiday.
- E.** Tier 3: Possible non-attendance from Sep 2020 due to self-isolation/anxiety of pupil/parent/carer.

## Planned Actions and Expenditure 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.

**Tier 1: Teaching:** To increase the effectiveness of teaching through the provision of quality CPD. (Addressing barrier A)

*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.*

Key Actions	Rationale / Evidence for proposed actions	Monitoring	Success Criteria	Cost
Support the cycle with sustained CPD delivered by PDET consultants, ensuring this is subject-specific where necessary.  Specific CPD designed and delivered by Academy Trust and internally to develop QFT skills for teachers and support staff.	<i>Great teaching is the most important lever schools have to improve outcomes for their pupils. (EEF)</i>  Focus and consistent approach to delivering Tom Sherrington's 'Rosenshine Principles in Action.'	In line with AIP (Academy Improvement Plan)  Subject leader (Maths, reading, writing) monitoring and support.  Learning walks throughout the year by HT/AIO highlighting areas of QFT to then disseminate whole school.  Seasonal AFL through the use of RM – Pira, Puma, SPAG used to highlight Gaps/progress during the year.	Sustained professional development upon improving QFT for early career teachers in particular.  Children make good/better progress from starting points and higher number achieve greater depth at end of KS2. All children to include those in receipt of PP funding	Supply cover where required to release staff. For trust wide CPD. Where required £82.80 per day. (Approx £504.19 annual)  Consultant through PDET package £0.
Subject specific CPD – delivered by Liz Mynott, Katheryn Millner amongst others to develop the subject knowledge of staff through planned CPD across the year.  CPD to equip staff to deliver the procedural and declarative knowledge of a progression curriculum with links throughout.  Support student (and staff) knowledge through the departmental construction of knowledge organisers for each cycle.	<i>Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable. (EEF).</i>	In line with AIP (Academy Improvement Plan)  Learning walks in all subjects including foundation subjects (Quests) along with AIO.  SLT scrutiny of planning and/or Quest books highlight quality of presentation/content etc.  Seasonal AFL through the use of RM – Pira, Puma, SPAG used to	Ongoing, consistent and regular CPD raises standards in teaching and learning for pupils across all subjects including those children in receipt of PP funding.  All curriculum planners/documentation in place including log term maps allows staff to deliver a curriculum that is progressive throughout.  Staff begin to demonstrate a secure understanding of children's	Supply cover where required to release staff. For trust wide CPD. Where required £82.80 per day. (Approx £504.19 annual)  Consultant through PDET package £0.

A broad and engaging curriculum that focuses on vocabulary acquisition.		highlight Gaps/progress during the year.	previous learning and current year expectations. As a result, appropriate expectations taught to all children including those in receipt of the PP funding.	
NQT/RQT receive CPD through annual plan including revisit for RQT where sessions missed due to Covid-19.  Quality First Teaching supported by evidence informed CPD for teachers and support staff.  Support staff including those working in KS1 – continuous provision receive CPD in this area both internally and through PDET consultant KT.	<i>Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support. (EEF)</i>  Focus and consistent approach to delivering Alistair Bryce Clegg 'Effective Transition into Year 1.'	In line with AIP (Academy Improvement Plan)  Learning walks throughout the year by HT/AIO highlighting areas of QFT to then disseminate whole school.  Monitoring and CPD offered by EYFS lead.	All teachers including NQT/RQT receive consistent CPD and put into own teaching.  RQT maintains CPD and attends training that was missed as a result of lockdown from April 2020.  All staff in KS1-Continuous Provision confident delivering ABC 'Effective Transition.' As a result all children, including those in receipt of the PP funding make good progress in all areas of learning.	Supply cover where required to release staff. For trust wide CPD. Where required £82.80 per day. <b>(Approx £504.19 annual)</b>  Consultant through PDET package £0.  Support staff O/T where required to attend CPD sessions internally. Approx £35.31 per half day.
Development of a Maths Mastery approach supported by external Mastery Specialists.  Currently, reasoning in maths is evident in pupil's books and will continue to be a focus of maths lessons from Sep 2020.	<i>On average, maths mastery learning approaches are effective. (EEF)</i>	In line with AIP (Academy Improvement Plan)  Learning walks throughout the year by HT/AIO highlighting areas of QFT to then disseminate whole school.  Subject leader (Maths, reading, writing) monitoring and support.	Children are fluent in reasoning and giving explanations to their maths working.  As a result of better reasoning, improved progress scores from KS1-2 (Most recently -2.1 for all Y6 cohort) Progress of pupils eligible for funding remains greater than non PP (+1.29)	Supply cover where required to release staff. For trust wide CPD. Where required £82.80 per day. <b>(Approx £504.19 annual)</b>  Consultant through PDET package £0

Along with the introduction of VIPERS in reading, the vocabulary range of all pupils is improving and will continue to be a focus from Sep 2020.	<i>Research highlights that Talk for Writing is based on the principles of how children learn, enabling children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version. (EEF)</i>	In line with AIP (Academy Improvement Plan)  Learning walks throughout the year by HT/AIO highlighting areas of QFT to then disseminate whole school.  Subject leader (Maths, reading, writing) monitoring and support.	Staff have a good knowledge of the reading VIPERS and address each area as appropriate through good quality reading teaching.  As a result of QFT, children continue to make good progress between Ks1-2 in reading. (Most recently +2.6 for all Y6 cohort) Children eligible for PP funding less than non PP (-1.21)	Supply cover where required to release staff. For trust wide CPD. Where required £82.80 per day. (Approx £504.19 annual)
				<b>Total budgeted cost</b> £Dependent on cover required re: CPD Approx £574.81

**Tier 2: Targeted support:** 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. (Addressing barrier B & C)

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.

Key Actions	Rationale / Evidence for proposed actions	Monitoring	Success Criteria	Cost
Trust wide used standardised assessments (RM-Hodder) used to inform GAPS analysis and used to inform planning and individual/group provision. Baseline standardised assessment completed at the start of the year (Pira, Puma and Spag)  Use MARK assessment tool filters to analyse progress being made by group's including those children in receipt of the PP funding.  As a result of GAPS analysis, targeted intervention is planned and in place for children including those in receipt of the PP funding.	<i>Targeted GAP analysis important tools in delivering accurate Pitch and Expectations of units and lessons, ensuring that pupils have correct starting points in their learning. (Rosenshine)</i>  <i>Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. For example, subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support.</i>	Seasonal AFL through the use of RM – Pira, Puma, SPAG used to highlight Gaps/progress during the year. To also include analysis of baseline data.  Pupil progress meetings/Teacher staff performance management monitor progress of children.	Children make good/better progress from starting points and higher number achieve greater depth at end of KS2. All children to include those in receipt of PP funding  Gaps in pupil's knowledge and understanding are planned for as a result of baseline assessment.  Children in receipt of PP funding make better than expected progress, closing any gaps in own knowledge and attainment gap with non-PP peers.	<b>£308 Reading</b> RM-Shine intervention <b>£352 Maths</b> RM-Shine intervention

			<p>Higher % of pupils in receipt of PP funding working at Greater Depth.</p> <p>The intervention has structured supporting resources and lesson plans with clear objectives. (RM – SHINE, TWI etc)</p>	
<p>Where appropriate and related to dip in progress/working below ARE, children in receipt of the PP funding will receive targeted, planned interventions alongside other groups (SEN).</p> <p><b>Intervention will include:</b></p> <ul style="list-style-type: none"> <li>- Same-day in-class intervention. (Rapid intervention)</li> <li>- Next day-rapid interventions (Pink comments)</li> <li>- Planned intervention daily (Wave 3, weekly Wave 2) according to needs.</li> </ul> <p>Out of class targeted interventions in Maths, Reading and Spag. Additional intervention over and above class taught. To be delivered by QFT/TA dependent upon timetable.</p>	<p><i>There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy.</i></p> <p><i>Providing high-quality feedback to pupils is integral to effective teaching. EEF toolkit suggests that the provision of high quality feedback can lead to an average of 8 additional months progress over the course of a year.</i></p> <p><i>Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial.</i></p> <p><i>Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.</i></p> <p><i>We suggest schools should adopt one or two well-chosen, and well-implemented, TA-led interventions, judiciously used to complement and extend class-based teaching and learning. EEF</i></p>	<p>Seasonal AFL through the use of RM – Pira, Puma, SPAG used to highlight Gaps/progress during the year. To also include analysis of baseline data.</p> <p>Pupil progress meetings/Teacher staff performance management monitor progress of children.</p> <p>In line with AIP (Academy Improvement Plan)</p> <p>Learning walks throughout the year by HT/AIO highlighting areas of QFT to then disseminate whole school.</p> <p>Subject leader (Maths, reading, writing) monitoring and support.</p> <p>Monitoring of pupil passports where applicable and of measurable targets.</p>	<p>Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.</p> <p>Sessions are often brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of time (e.g. 8-20 weeks).</p> <p>Targeted academic support for pupils not making good progress across all subjects.</p> <p>Interventions are linked to the content of daily lessons and effective feedback is in place. Maintained over a prolonged period of time.</p> <p>Higher % of pupils in receipt of PP funding working at Greater Depth and make good progress from starting points in line with non-PP.</p> <p>Teaching assistants or academic mentors follow the plan and structure of the interventions.</p> <p>(TAs) should be deployed in a way that supplements, not replaces, the teacher.</p>	<p><b>£11.77</b> hourly TA rate of pay</p> <p><b>£308 Reading</b> RM-Shine intervention</p> <p><b>£352 Maths</b> RM-Shine intervention</p> <p><b>£350</b> Resources including CPD to deliver RWI/Inference intervention.</p>

For those children with multiple vulnerabilities (SEN/PP/EAL etc), support in place as pupil passports/provision map.  SENDCo (Newly appointed) works alongside class teachers/TA's to ensure in class intervention/scaffolding is in place for vulnerable children.  Intervention planned at relevant Wave stage depending upon needs/progress made etc.	<i>It is vital that interventions are correctly managed to support those children with multiple vulnerabilities.</i>  <i>To be most effective, creating a three-way relationship between tutor (SENDCo), teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</i>	Monitoring of pupil passports where applicable and of measureable targets.  SENCo monitoring in class (Fortnightly) those children requiring further support to including scaffolding, CPA (Maths etc)  Impact of termly interventions monitored by SENDco. Seasonal AFL through the use of RM – Pira, Puma, SPAG used to highlight Gaps/progress during the year. To also include analysis of baseline	Daily Wave 2/3 interventions delivered to pupils with multiple vulnerabilities. Progress being made as shown through AfL opportunities.  Sustained increases in progress are shown as intervention continues and children receive consistent support in/out of class.	<b>£26.99</b> SENDCo hourly rate dedicated to SEN/PP. <b>£512</b> Approx annual. Support PP/SEND
		<b>Total budgeted cost</b>		<b>£1522 Approx</b>

### Tier 3: Wider Strategies: To address non-academic barriers of ..... (Addressing Barriers D and E)

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.

Key Actions	Rationale / Evidence for proposed actions	Monitoring	Success Criteria	Cost
Pastoral staff provide small group and 1:1 support to assist children in transition into school. (Particularly important after return from Covid-19 measures)	All pupils will need support to transition back to school. However, there are particular challenges for pupils starting a new school after the disruptions caused by Covid-19.	AGG monitoring cycle ensures PP funding/impact monitored throughout the year.	Pastoral lead conduct semi-structured interviews with pupils across the academic year, monitoring and responding to any changes across the school year (particularly for more vulnerable pupils). (Pupil Voice)	<b>£13.80</b> Pastoral lead/Family support worker hourly rate As dedicated to small group work.
Pupil voice encouraged throughout the year to assess well-being and anxieties that children may have been showing at the start of the year.	Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.	Annual impact statement/review of actions highlights success and comments upon pupils voice responses.	Children have access to small group sessions that allow them opportunity to discuss anxieties orally and through drawing (Draw and Talk – House of wishes etc)	
Mentoring sessions for specific children focused on self-awareness, self-management, problem solving and social skills.	Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning.		Creating a positive and supportive environment that promotes high standards and positive relationships can help ensure pupils can access the best possible	
Re-establish the routines of the classroom, and of school.				

	<p><i>Loss of routine, along with the potential for adverse experiences during partial school closures, attention on supporting pupils' social, emotional and behavioural needs, primarily as part of good teaching, is likely to prove an effective strategy to support learning.</i></p>		<p><i>teaching. Consistent routines are important for behaviour in school and this proactive approach to behaviour will support all pupils, including those with SEND.</i></p>	
Communication with families (and staff) made easier by the strength of relationships already in place meaning that families trust the school's approaches and support the strategies in place for learning as well as well-being.  Frequent phone calls to check on the progress of home learning and the wellbeing of both children and families. (If required as a result of bubbles self-isolating etc.)	<p><i>There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils.</i></p> <p><i>Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning.</i></p> <p><i>Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school.</i></p>	<p>Daily phone-calls/distanced visits support establishment of routines.</p> <p>Document evidence of communications and responses of children and families.</p>	<p>Children more vulnerable than others are looked after during any potential lock-downs and as a result feel safe.</p> <p>Children more vulnerable and those in receipt of PP funding access remote learning and as a result make progress.</p>	<p><b>£13.80</b> Pastoral lead/Family support worker hourly rate. Small group work/intervention. <b>(Approx £8987 annual)</b></p>
Utilise both PP and Sports Premium funding to target children to attend both holiday and after school provision.	<p><i>Summer support can also focus on a wide range of outcomes, such as confidence and wellbeing, and include a wide range of activities such as sports, music and drama that children might have missed out on during lockdown.</i></p> <p><i>One challenge for summer programmes is achieving high levels of attendance, particularly from children from disadvantaged families. Communicating with pupils and their families to assess levels of engagement and barriers to attendance is likely to be important.</i></p> <p><i>Sports skills can form the foundation of life long interests, as well as the health and obesity agenda in society. We believe that these activities enrich the lives of these children and develop their self-esteem across a range of areas.</i></p>	<p>Alongside CSD (After school club provider) monitor attendance of funded places.</p> <p>Signpost and monitor children accessing local sports clubs as a result.</p>	<p>Extra-curricular support helps to develop confidence and wellbeing, and include a wide range of activities such as sports, music and drama that children might have missed out on during lockdown.</p> <p>Through funded offers, attendance at extra-curricular activity is good and maintained.</p> <p>Extra-curricular opportunities provide children with opportunities to develop their interests and skills in a wider sense.</p>	<p><b>£4</b> per hours extra-curricular/breakfast <b>Approx £1500</b> To support individual attendance at extra-curricular activity (See also Sports funding report)</p> <p><b>£180</b> Educational trips/visits.</p>
Provide further opportunities for children in receipt of PP funding to access specialist 1:1/small group musical tuition.	<p><i>EEF research shows that until children's self-esteem and confidence is developed, they are unlikely to make improved academic progress.</i></p>	<p>Attendance of funded sessions to include grading and performances where children confident to do so.</p>	<p>Continuing from success in previous year (Pre Covid-19), children access musical tuition that</p>	<p><b>£5</b> per session. <b>Approx £500</b> To enable children to</p>

	<i>Music, skills can form the foundation of life long interests, as well as the health and obesity agenda in society. We believe that these activities enrich the lives of these children and develop their self-esteem across a range of areas.</i>		results in improved attendance, behaviours.  Children's self-esteem is high as they learn a new skill and perform to their peers during whole school concert.	attend 1:1 musical tuition. (Guitar/Drum KS2)
Continue to fund residential visits through our PP offer to parents. This includes Y2, 4, and 6 residential visits to Beaumanor Hall and Rock UK.	<i>School trips can make a major contribution to the acquisition of knowledge and development of skills (Including social skills) Studies of the man-made world, the present and the past, science and arts, language and music can all be enhanced outside of the classroom. Adventure activity can form the foundation of life long interests, as well as the health and obesity agenda in society. We believe that these activities enrich the lives of these children and develop their</i>	Attendance at residential experiences monitoring social interaction, well-being etc.	Self-esteem across a range of areas improves. Children able to attend an unfamiliar setting with their peers.  Children develop resilience and those attending residential at an early age able to spend longer as year 6.	<b>£1200</b> Funded places depending upon age/location.
Funding allocated to improve and maintain improved rates of attendance pre March 2020.  On return to school in September 2020, support provided to families to engage them in attendance.	<i>Planning to support families and the necessity for the ongoing support of, and communication with, parents and carers will prove vital</i>	Attendance monitored daily with first point of call home.  Regular termly attendance monitored and support offered to families in the first instance.	Address absences directly, whilst sensitively exploring parents' and pupils' concerns that may be inhibiting school attendance. Helping pupils re-engage with school—feeling safe and ready to learn—will be at the forefront of school leaders' plans.  Attendance for all children including those in receipt of the PP funding in line with/better than national average of 95%.	<b>£12.49 (Approx £474.69)</b> Admin staff hourly rate to monitor attendance and support families where appropriate.  <b>£200</b> Provide uniform/resources where required to allow attendance at school/extracurricular.
			<b>Total budgeted cost</b>	<b>£13041.69</b>
			<b>Overall Cost</b>	<b>£15138.50</b>

Review of expenditure								
Previous Academic year	2019/20							
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>i. Quality of teaching for all</b>								
Desired outcome	Chosen action / approach	Estimated Impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons Learned: <i>(and whether you will continue with this approach)</i>	Cost				
A - Gaps in knowledge/understanding are lessened for PP children working at ARE in year 6.	Whole school academy improvement focus upon QFT ensuring less intervention outside of classroom required.	<b>Year 6</b> Teacher assessment/predictions suggested that progress of disadvantaged children (5) was in line with that of non-disadvantaged/other. In Reading/Maths 2/5 (40%) children were predicted to make better than expected progress by end of the year. In writing 1/5 (20%) expected to make better than expected progress. In all subjects 4/5 (80%) of disadvantaged children expected/predicted to achieve ARE/+. This compares to 95% of all pupils expected to reach ARE.	Currently, reasoning in maths is evident in pupils books and will continue to be a focus of maths lessons from Sep 2020. <b>EEF toolkit explains that on average, maths mastery learning approaches are effective.</b>  Along with the introduction of VIPERS in reading, the vocabulary range of all pupils is improving and will continue to be a focus from Sep 2020. <b>Research highlights that Talk for Writing is based on the principles of how children learn, enabling children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version.</b>	£17823.47				
B - Gaps in knowledge/understanding are lessened for PP children working at Below in year 5.	Embed Talk for Writing and Mastery approaches to teaching Maths, Reading and writing.	<b>Year 5</b> Teacher assessment/predictions suggested that progress of disadvantaged children (3) was below that of non-disadvantaged/other. In Reading/Writing/Maths 1/3 (33%) children were predicted to make expected progress by end of the year. In all subjects 1/3 (33%) of disadvantaged children expected/predicted to achieve ARE/+. This compares to 63% of all pupils expected to reach ARE.	<b>Evidence suggest that TA's can have a positive impact on academic achievement.</b> Planned approach to intervention during 19/20 to be has been rapid and address GAPS in knowledge and understanding. This will continue to be a focus of planned intervention from Sep 2020.  As a result of collaboration with local Primary school, continue to plan and deliver WAVE 2 intervention weekly for children predicted to be below ARE and to boost rate of progress made through the year. WAVE 3 to continue to focus upon pupils requiring daily support/intervention. As proven throughout 19/20, this planned approach to intervention had success and was manageable. <b>EEF toolkit indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</b>					
C - Gaps in knowledge/understanding are lessened for PP children working at ARE in year 3.	Improve the role of teaching assistants to support learning and teaching of RWI for example  Whole school academy focus on delivering National Curriculum to include Intent and Implementation. Teacher focus on provision within lesson for PP/SEN.	<b>Year 3</b> Teacher assessment/predictions suggested that progress of disadvantaged children (2) was in line with that of non-disadvantaged/other. In Reading/Writing/Maths 2/2 (100%)	Continue to use trust wide approach to assessment using PIRA and PUMA activities. Termly assessments allow staff to highlight whole class/year GAPS and to also drill down to individual GAPS in knowledge and understanding. Children chosen for intervention continues to be fluid and					

	<p>delivering the National Curriculum. Focus on sequence of learning and rewrite of our intent, implementation and impact statements.</p> <p>Updated approach to intervention to include rapid intervention timetabled and used appropriately.</p> <p>Wave 3 intervention planned daily (and as required) for children within vulnerable groups. (PP/SEND)</p> <p>Embedded use of Pira/Puma assessments to allow teachers to look at gaps in knowledge and understanding.</p>	<p>children were predicted to make expected progress by end of the year. In all subjects 2/2 (100%) of disadvantaged children expected/predicted to achieve ARE+. This is above that of non disadvantaged/other children expected to reach ARE.</p>	<p>appropriate to needs. Analysis continues to be used to show children making progress with standardised scores.</p> <p>QFT aligned to Rosenshine principles continues to be a focus of whole school improvement and CPD planned accordingly. Whole class differentiated teaching for all core subjects continues with no children taken out at this stage for intervention. In class support provided where appropriate and planned for.</p> <p>Benefits of broad and balanced curriculum. Delivered well, the curriculum has the potential to enthral and engage all of our pupils and is planned so that it is relevant to them and the locality/world that they live in.</p> <p>Providing high-quality feedback to pupils is integral to effective teaching. EEF toolkit suggests that the provision of high quality feedback can lead to an average of 8 additional months progress over the course of a year.</p>	
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## ii. Targeted support

Desired outcome	Chosen action / approach	Estimated Impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons Learned: <i>(and whether you will continue with this approach)</i>	Cost
A - Gaps in knowledge/understanding are lessened for PP children working at ARE in year 6.	Individualised and targeted support/rapid intervention for children who are on the cusp of achieving expected (Or Greater Depth)	Well targeted and incisive interventions/support will focus on PP pupils who are on the verge of expected (Or Greater Depth). Children will be identified following data analysis termly.	Well targeted and incisive interventions/support will focus on PP pupils who are on the verge of expected (Or Greater Depth). Children will be identified following data analysis termly.	As above
B - Gaps in knowledge/understanding are lessened for PP children working at Below in year 5.	Pupils as identified above will receive additional support during/after a lesson used to accelerate their progress and reach their expected level of attainment.	Communication individuals/groups of children who are in receipt of the PP funding. High expectations placed on staff to plan carefully so that these children (SEND) have opportunities to make expected progress/better than expected progress.	Importance of phonics in the EYFS/KS1 curriculum is in place. As a result of updated CPD, further plans to ensure effective intervention is in place. (For children in KS2 – bespoke and individualised support is planned for)	
C - Gaps in knowledge/understanding			Our teachers and leaders collect, analyse and use data successfully to identify pupils' learning needs and review progress regularly.	

are lessened for PP children working at ARE in year 3.	<p>When planning teaching sequences, teachers to give careful consideration and know the intentions for PP/SEN children to enable progress within a lesson.</p> <p>RWI intervention groups/Phonics interventions and catch up session (Including Fresh Start)</p> <p>Interventions to support good progress reviewed and evaluated for effectiveness.</p> <p>Underperformance is addressed and additional support offered.</p> <p>RWI intervention groups/Phonics interventions and catch up session (Including Fresh Start)</p>	<p>Data analysis ensures rapid response so that intervention/planning can be adjusted to meet the needs of PP children.</p> <p>Book monitoring/learning walks identify other approaches being used by teachers for PP children (SEND)</p> <p>Importance of phonics in the EYFS/KS1 curriculum is in place. As a result of updated CPD, further plans to ensure effective intervention is in place. (For children in KS2 – bespoke and individualised support is planned for)</p> <p>KS1 teacher assessments and provision maps used to inform teachers the current understanding of pupils. Smaller targeted and well planned for groups to receive daily RWI intervention. Timetables altered accordingly to allow for full RWI programme to take place.</p> <p>Pupils who have not grasped a particular sound will have rapid follow up ensuring that they do not fall behind their peers.</p>	<p>Staff performance management focused on raising standards and closing the gap between PP and Non PP children has resulted in good attainment (2018/19 KS2) and better staff awareness of their role in meeting the needs of all children.</p> <p>Further staff received RWI training and as a result lead to consistent and improved RWI intervention. By Oct 2020, all relevant staff to have had access to RWI training and delivering appropriate intervention.</p>	
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<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated Impact:</b> <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	<b>Lessons Learned:</b> <i>(and whether you will continue with this approach)</i>	<b>Cost</b>
D - Successful behavioural support/strategies provided for all children including SEN Year 5.	<p>Role of pastoral lead focussed on supporting disadvantaged children and their families.</p> <p>HNF received to provide 1:1 support to ensure that children close the gaps with peers.</p> <p>Consistent approach to behaviour management of all</p>	<p>Additional HNF applications x2 ensured that 1:1 support was in place throughout the year and consistently offered. As a result academic progress was made aswell as reduced number of fixed term exclusions.</p> <p>Targeted behaviour interventions had positive effect upon progress, behaviour and attendance.</p>	<p>Further HNF application applied for to ensure that 1:1 provision is offered during year 6 for x2 pupils. Additional adults will also have positive impact on peers through social groupings for example. <i>EEF Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</i></p> <p>For children requiring support a targeted approach planned to ensure that they are ready for learning and able to concentrate on tasks for example. Include planned and regular rest breaks, additional learning resources in classroom. <i>The EFF Toolkit suggests that targeted</i></p>	<p>£100 (Uniform)</p> <p>£359.50 (Professional services)</p> <p>*Additional HNF</p>

	children including PP children.	<p>Yoga sessions, drawing and talking etc provided to children and as a result ensured that they were learning ready.</p> <p>1:1 timetables for children were in place from Sept 2019 to include access to curriculum learning, social interaction at break/lunch time and through social skills groups for example.</p> <p>Through EHA, other agencies, school and parents are consistent in their approaches and communication of expectations for example.</p> <p>All staff able to offer a consistent approach to behaviour management that has had positive impact upon all pupils. As a result we have amended visual display approach to behaviour management.</p>	<p><i>behaviour interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects.</i></p> <p><i>Readiness for Learning: Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress." (EEF toolkit)</i></p> <p>Seek support from NCC with future Higher Needs Funding to ensure 1:1 support is possible. Reduce the risk of fixed and/or permanent exclusion.</p>	received to fund 1:1 support.
E - Lack of active/musical extra-curricular opportunities outside of school.	<p>Extra-curricular opportunities provided.</p> <p>Subsidising of curriculum visits/residential.</p>	<p>Children were provided opportunities to develop their interests and skills in a wider sense. Partnership with CSD activity clubs ensuring funding in place and targeted support.</p> <p>Various musical activities including those offered to LAC child were used well and developed children's love of learning, happiness and self-esteem across a range of areas.</p> <p>PP funding offer to parents to subsidise extra-curricular activity including after school/before school provision and instrumental tuition continues to be used well.</p> <p>Expectations of children attending musical tuition to perform to peers in whole school concert. This has raised self esteem for many pupils.</p> <p>Planned staffing in place that has allowed children to attend extra-curricular provision including sporting events for example.</p>	<p>Utilise both PP and Sports Premium funding to target children to attend both holiday and after school provision.</p> <p><i>Extra-curricular opportunities provide children with opportunities to develop their interests and skills in a wider sense.</i></p> <p>Music, adventure activity and sports skills can form the foundation of life long interests, as well as the health and obesity agenda in society. We believe that these activities enrich the lives of these children and develop their self-esteem across a range of areas.</p> <p><i>EEF research shows that until children's self-esteem and confidence is developed, they are unlikely to make improved academic progress.</i></p> <p>Some of our school curriculum visits are funded through our PP offer to parents. This includes Y2, 4, and 6 residential visits to Beaumanor Hall and Rock UK. <i>School trips can make a major contribution to the acquisition of knowledge and development of skills (Including social skills) Studies of the man-made world, the present and the past, science and arts, language and music can all be enhances outside of the classroom.</i></p>	<p>£1140 (Music)</p> <p>£201 (Edu Visits)</p> <p>£1008.06 (Residential)</p>

		Funding offered has ensured 100% attendance at all residential.	<i>EEF research shows that until children's self-esteem and confidence is developed, they are unlikely to make improved academic progress.</i>	
F - Good Attendance in line with peers and communication/engagement between the school and PP parents improves further.	Review of attendance data continues.  Timely and consistent approach to communicating importance of attendance to all parents/carers.	Attendance below 95% has been reduced for almost all pupils allowing our PP children to access the QFT and targeted support/extra-curricular opps in place.  Termly review meeting between HT and admin/pastoral lead continues to monitor behaviour and support families where appropriate.  Consistent use of stage 1-3 letters informing parents of attendance and our expectations. Where required 1:1 meeting with parents to address low/decline in attendance.	This needs to be maintained with consistent approach to tackling attendance below 95% allowing our PP children to access the QFT and targeted support/extra-curricular opps in place.  Any direct pastoral support to improve attendance in place. (Where appropriate DSL involvement)  <i>EEF research shows that readiness for Learning: Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</i>  Consistent use of stage 1-3 letters informing parents of attendance and our expectations. Where required 1:1 meeting with parents to address low/decline in attendance.	
Total Expenditure 19/20			£20,1632.03	
Summary of Expenditure 19/20			£100 (Uniform) £1140 (Music) £201 (Educational Visits) £1008.06 (Residential) £17823.47 (Intervention) £359.50 (Professional services)	

#### Additional detail

\*Additional HNF received

\*Sports Funding used alongside PP funding where required

With God's help we CARE – BUILD – FOLLOW - THINK