

Pupil Premium Strategy Statement / Self-Evaluation (Beaver Green Primary School)

1. Summary information					
School	Beaver Green Primary School				
Academic Year	2019/20	Total PP budget (Estimated Sept 2019)	£ 232,920	Date of most recent PP Review	June 2019
Total number of pupils	405 school (33 Nursery)	Number of pupils eligible for PP (Estimated Sept 2019)	175	Date for next internal review of this strategy	Jan 2020

2. Attainment and Progress - End of KS2 2018/19			
2018/2019	All Pupils EXS+	All Pupils eligible for PP EXS+	National Average
% achieving in reading, writing and maths combined	67%	58% (18/31)	65%
% achieving expected standard in Reading	72%	58% (18)	73%
% achieving expected standard in Writing	79%	71% (22)	78%
% achieving expected standard in Maths	79%	68% (21)	79%
progress in reading KS1 - 2	-1.09	-0.87	
progress in writing KS1 - 2	-1.45	-0.77	
progress in maths KS1 - 2	-0.89	-0.66	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	Low levels on entry to EYFS, particularly in communication, literacy and language.
B.	Poor literacy & Numeracy Skills - from baseline and therefore attaining the expected standard in reading and maths in KS1 and KS2
C.	Disadvantaged children do not have equal access to a broad range of experiences / Limited home learning environment.
D.	Low self-esteem / Social / Emotional resilience) and access to SEMH support.

External barriers (issues which also require action outside school, such as low attendance rates)

E.	Attendance rates for eligible pupils (for PP funding) is 94.2% compared with all pupils at 95.6% (DA in 2017/8 was 94.4% - for all pupils in 17/18 it was 95.6%)
F.	Parental Engagement.

4. Desired outcomes

	<i>Desired outcomes</i>	<i>Success criteria - Report LGB Jan 2020 / July 2020.</i>
A.	Increased outcomes at the end of EYFS.	<ul style="list-style-type: none"> GLD results will increase in particular for DA in EYFS
B.	Improved Literacy and numeracy results at KS1 and KS2 for DA	<ul style="list-style-type: none"> KS1 and KS2 results will improve to above national for DA
C.	Provide support and increased learning opportunity for all DA children.	<ul style="list-style-type: none"> Pupil conferences indicate most DA pupils have positive learning experiences through the academic year..
D..	The wellbeing of children is positive and the emotional resilience and behaviour for learning is improved.	<ul style="list-style-type: none"> On-line profiling of DA children indicate an increase in their emotional well being. There will be a reduction in the number of Fixed Term Exclusions and Part Time Timetables. Wellbeing surveys indicate improvement in self-esteem.

5. Planned expenditure

Academic year 2019/2020

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?
Increased outcomes in phonics and at the end of EYFS.	Further develop the quality first teaching. S&L language interventions. Parent packs to support with home reading / phonics and purchasing of	Evidence suggests that high quality teaching and outstanding provision ensures good results. Baseline scores shows that children start with well below average speech and language and reading.	Learning Walks Termly tracking by SLT EYFS - lead to monitor outcomes and T & L.	SLT EYFS lead All Staff	Term 3 and Term 6 Governors Jan 20 and end of the year - see gvnr's report in full upon request.

	<p>home-reader - books linked to RWInc. Phonics workshops to be run for parents. RWInc training provided for staff where required</p>	<p>Improving communication between school and home ensures that a heightened awareness of phonics</p> <p>Regular and specific feedback will ensure that staff continue to upskill their practice in the teaching and learning of phonics.</p>	<p>Targeted intervention from Baseline assessments.</p> <p>PPMS</p> <p>Monitoring and feedback.</p>		<p>Term 2 2019: Targets set with Executive Head / DHT , training provided for all staff delivering, Feedback and monitoring - phonics lead, in collaboration with joint support from lead literacy school. Groupings regularly checked and monitored by Phonics lead to ensure children receiving correct input according to level. Testing completed and children monitored.</p> <p>Books purchased - staff member completed training and due to give feedback prior to lockdown.</p> <p>Edu Psych completed school evaluation and produced information for staff on observations and recommendations for S & L / Language development across KS1.</p> <p>RWINC training provided for staff new to phonics.</p> <p>End of term 4 - GLD 56% on track with a target of 60%: Whole cohort 73%. Due to lockdown no end of year results were provided - Phonics tests to be completed in Term 2 2020 2021.</p>
<p>Improved Literacy and numeracy results at KS1 and KS2 for DA children.</p>	<p>KS1/ 2 - Improve Staff development and curriculum development to ensure literacy and maths in year 1 and 2. are good including results for DA chn</p> <p>Resources and training to ensure staff are increasingly confident using the Power Maths (new scheme).</p> <p>Reading collaboration introduced with Kingsnorth Hub to support further development..</p> <p>Writing to be developed further with regards to sequence of learning and GDS writers</p>	<p>Results in KS1 and 2 will continue to improve especially DA.</p> <p>Maths results showed that the school needed to improve maths results across KS1 and KS2.</p> <p>Reading results need continued improvement across KS1 and KS2.</p> <p>Results show that improved literacy teaching has had an impact at statutory reporting years. Therefore further improvement will continue in writing at KS1 and KS2.</p>	<p>Learning Walks</p> <p>Monitoring - teaching and books</p> <p>Pupil conferencing.</p> <p>PPMS</p> <p>External Trust Support.</p>	<p>SLT All Staff</p>	<p>Term 3 and Term 6</p> <p>Governors Jan 20 and end of the year</p> <p>DA pupils discussed at PPM on 18th November. Minutes can be seen upon request. Target:EXS+</p> <p>Year 2 R: 70% + 6% W: 70% +7% M: 74% +5%</p> <p>(GDS R:-2% W: -2% M:-2%)</p> <p>Year 6 R: -5% W: -7% M: -6%</p> <p>(GDS R: +4%, W: +5%, M: +4%)</p> <p>Term 4 figures: Year 2: R: 67% (16/24) Target (70% 16/23) W:67% (16/24)</p>

					<p>Target (70% 16/23) M: 71% (17/24) Target (74% 16/23) Combined: 67% Target 70% GDS: R: 8% W:8% M: 0%</p> <p>KS2: R: 67% - Target 73% W:70% - Target 69% M:74% - Target 77% Combined: 63% Target: 69%</p> <p>GDS: R: 33% - Target 12% W:7% - Target 12% M:19% - Target 15% Combined: 7% - Target 12%</p> <p>Term 2: Questionnaires indicated - see PP report to gvns.</p>
Provide support and increased learning opportunity for all DA children.	<p>Focus on DA children's experiences and learning opportunities with the curriculum restructure.</p> <p>Ensure all children, especially DA, have equal opportunities for extended learning within and beyond the classroom.</p>	<p>Further developing the broader curriculum following on from the Cornerstones scheme and the new OFSTED criteria.</p> <p>The school is situated in an area of high deprivation which indicates that children / families are not able to access all learning opportunities.</p>	<p>Pupil conferencing.</p> <p>Curriculum mapping indicating opportunities for all especially DA</p>	Curriculum Lead SLT	<p>Term 3 and Term 6</p> <p>Governors Jan 20 and end of the year - report completed see report to gvns.</p> <p>Term 2 questionnaires indicated that children enjoyed trips on offer and didn't feel left out of anything. Extended music provision has been offered.</p> <p>Ipads provided to children during lockdown to support with learning at home and access to google classroom. All children called by staff to ensure support can be put in lace where required.</p> <p>New curriculum has been written by all staff with support from curriculum lead - this will be ready to begin in September and regularly reviewed - look to include wow factors targeting DA children. In SDP for priorities 2020 / 2021</p>
The wellbeing of children is positive and the emotional resilience and behaviour for	The implementation of Thrive for staff and lead practitioners to provide emotional support that is aimed at the needs of pupils in a class / individuals.	Thrive is a therapeutic approach to help support children with their emotional and social development. High levels of SEMH need has resulted in Thrive being introduced and used is a resource that has been proven to have a positive	<p>Seasonal termly inline profiling of all children - especial;y DA.</p> <p>Pupil conferencing.</p> <p>Online profiling for targeted individuals. Monitoring</p>	DHT / EH Thrive practitioners.	<p>Term 3 and Term 6</p> <p>Governors Jan 20 and end of the year - PP report completed and given to gvns available upon request.</p>

<p>learning is improved.</p> <p>Focus on parental engagement and their wellbeing.</p>	<p>Marvellous Me to develop a positive relationship with parents and encourage children to step up and be awesome.</p>	<p>impact on this in other schools nationally.</p> <p>Positive discussions about learning and behaviour will increase between school, parents and children at home. It will enable staff to send positive comments about the children's learning / attitude immediately and promote a positive relationship between parents / children and staff.</p> <p>Parents are key in supporting effective learning as shown by a number of research projects (EEF toolkit).</p>	<p>Targeting 85% of parents / carers to sign up for Marvellous Me. Termly Letters to be sent for those who have yet to register.</p>		<p>Term 2 - Conferencing with pupils who undertake the Thrive intervention with our three trained practitioners indicated that there was a positive influence in Thrive interventions. Continue with this and look for additional training for practitioners.</p> <p>Term 4 - Thrive practitioners have targeted children following on from Class on-line profiling: In-depth reports completed on specific children (see report). This needs to be continued and improved across 2020/21. DHT to monitor profiling and interventions.</p> <p>Marvellous ME is now at 87% for primary parents and 98% for all followers - letters to be sent out once again to families not participating in this excellent resource. Term 6 indicates that 91% of primary parents have Marvellous me installed and staff using this - weekly updates with 105% for all followers..</p>
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Total budgeted cost

£90,000

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	When will you review implementation?
<p>Improved children's well being and self-efficacy.</p>	<p>Emotional Coaching - Bespoke to the school staff</p>	<p>High deprivation area and low self-esteem. Staff more able to recognise and deal with children's emotional well being and in turn improve their behaviour for learning</p>	<p>Training provided.</p> <p>Monitored</p> <p>Emotional cards given and used.</p>	<p>DHT</p>	<p>Term 3 and Term 6</p> <p>Governors Jan 20 and end of the year</p> <p>Fruit purchased for KS2.</p> <p>Training provided on 16th December by two members of the STLS - emotional regulation cards provided for all staff. Heightened awareness of behaviour and emotional coaching - emotional coaching cards given to all staff to follow script when dealing with children's emotional regulation and management.</p>
<p>Improved attendance.</p>	<p>Offer all DA families free breakfast club.</p>	<p>Attendance for DA is below that of NDA. Evidence suggests that higher attendance leads to higher rates of progress and attainment.</p>	<p>Numbers of DA children attending Breakfast club monitored termly.</p> <p>DA - PNA letters sent directly / phone calls.</p>	<p>Welfare DHT</p>	<p>Term 3 and Term 6</p> <p>Governors Jan 20 and end of the year</p> <p>2019.20</p> <p>Term 1:</p> <p>Whole: 96%</p> <p>PNA: 12.5%</p> <p>DA: 94.1%</p> <p>PNA DA: 20%</p> <p>Term 2:</p> <p>Whole: 93.7% (see reason above)</p>

			<p>Attendance officer met with School Liaison Officer regarding PNA 3 families - plans put in place to improve attendance: fine letters sent and meetings arranged.</p> <p>Tail end of Term 4 disrupted due to lockdown.</p> <p>Attendance monitored in SLT</p>		<p>PNA: 20.95% DA: 92.3% PNA DA: 27.7%</p> <p>Running Total: 94.8% (end T2)</p> <p>If we removed children / Families absent for reasons out of our control - 96.5%</p> <p>2019.20 Term 3: Whole: 94.6% PNA: 20.9% DA: 92.4% PNA DA: 31.5%</p> <p>Term 4: Whole: 93.8% PNA: 20.00% DA: 91.8% PNA DA: 23.6%</p> <p>Running Total: 94.6% (end T4)</p> <p>If we removed children / Families absent for reasons out of our control - 96.5%</p> <p>Weekly rewards provided by classes, display boards indicate winners on a running track. Year 5 class taken to local park as a reward.</p>
Parents feel informed with regards to their children's learning.	All staff to ensure that parents are aware of their child's learning through parental consultation meetings / direct phone calls for DA. Staff keep records of all parents attending Parents evenings (PP). Contacting parents by phone to discuss progress if not able to attend.	Parents are key in supporting effective learning as shown by a number of research projects (EEF toolkit). Welfare team / staff to monitor attendance; liaise with parents to attend. Calls to be made to encourage participation and show support for children's learning..	Staff to provide attendance for parents at consultations and actions for those not able to attend - especially DA. Parental questionnaires.	All staff SLT	<p>Term 3 and Term 6</p> <p>Governors Jan 20 and end of the year.</p> <p>Term 2: Register kept of all parents attending Parents evening Oct 2019 - letters sent to all parents who did not attend. Follow-Up calls made.#</p> <p>Term 4 attendance at Parents Evening:</p>
Librarian to read with more children.	Librarian to have list of DA children to read with.	This will increase the love for reading together with an improved access to books and improve standards of reading.	Monitor weekly reading - librarian left school in term 2.		<p>Term 3 and Term 6</p> <p>Governors Jan 20 and end of the year Librarian left in Term 2 - New plan to be instigated across the school.</p>

For targeted DA children to read more regularly.	Reading Crew Club to be run twice a week	Improved access to reading and shared reading will instill a love for books and a greater comprehension developed.	Letters sent every seasonal term to invite children. Attendance monitored. School met with KCC SLO regarding 3 PNA children and strategies in place to improve this.		Letters sent to pupils Yr 3 to attend reading rebels - a paired reading programme 2x weekly with volunteers from Year 5 (breakfast served!). Reading crew was attended but lead felt that this was not wholly supported by parents / children as attendance for targeted DA was fluctuating weekly - great support from year 5 children with the DA.
Total budgeted cost					£110,000

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?
DA children requiring therapeutic support for SEMH will gain access to external support.	Counselling and educational psychologist services provided to identified DA pupils.	Targeted counselling / management / interventions will ensure that children gain early support in discussing and managing their emotions and feeling, regulate these and in turn enable them to develop a greater ability to access the curriculum / manage their learning.	Monitor children open to external counselling - Pupil conferencing. Early interventions	DHT / Welfare.	Term 3 and Term 6 Governors Jan 20 and end of the year Welfare team regularly monitor SEMH support especially those who have been highlighted at risk - New provider being sought from previous Hope Tree Counselling (following Review of provision). Still under review for Hope Tree - quotes from others sought by Welfare lead - Welfare team have children who they regularly meet and discuss SEMH support. Thrive practitioners and staff updated online profiling - this was also completed in term 6 to be ready for start in September.
Develop social and communication skills as well as turn taking and patience. Children take calculated risks.	Forest school	Forest Schools will be implemented across 2019/2020 to target specific individuals aiming to develop, where appropriate, the physical, social, cognitive, linguistic, emotional, social and spiritual aspects of the learner. Low social/emotional/communication for DA chn	Pupil conferences for those attending.	Forest School Staff.	Term 3 and Term 6 Governors Jan 20 report available upon request. Training provided November 2019 x3 members of staff: weekly Forest Schools provision being implemented. Forest school up and running successfully by Lead and other practitioners - targeting all children but especially DA in groupings.
More children accessing extended learning opportunities	Purchasing, maintenance and care of school mini bus	Access to extended learning / transport is limited for some DA children - having transport available will increase DA children's access to a wider range of learning opportunities.	Pupil Conferences.	All staff.	Term 3 and Term 6 Governors Jan 20 and end of the year Transportation has enabled an increased amount of pupils to attend visits / sports

					fixtures especially DA (Lead PE to record pupils attend % of DA to be recorded). Events have included: Pumpkin picking, cinema, swimming, sports fixtures, care home.
Total budgeted cost					32,500

6. Review of expenditure					
Previous Academic Year			2019/20		
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost 90,000	
1. Increased outcomes in phonics and at the end of EYFS.	<p>Further develop the quality first teaching. S&L language interventions. Parent packs to support with home reading / phonics and purchasing of home-reader - books linked to RWInc. Phonics workshops to be run for parents. RWInc training provided for staff where required</p> <ul style="list-style-type: none"> • 	<p>Term 3 and Term 6</p> <p>Governors Jan 20 and end of the year - see gvnr report in full upon request.</p> <p>Term 2 2019: Targets set with Executive Head / DHT , training provided for all staff delivering, Feedback and monitoring - phonics lead, in collaboration with joint support from lead literacy school. Groupings regularly checked and monitored by Phonics lead to ensure children receiving correct input according to level. Testing completed and children monitored.</p> <p>Books purchased - staff member completed training and due to give feedback prior to lockdown. Edu Psych completed school evaluation and produced information for staff on observations and recommendations for S & L / Language development across KS1. RWINC training provided for staff new to phonics. End of term 4 - GLD 56% on track with a target of 60%: Whole cohort 73%. Due to lockdown no end of year results were provided - Phonics tests to be completed in Term 2 2020 2021.</p>	<p>Although a targeted % increase in those achieving their ELG and phonics in we now need to ensure that more focus relates to those attaining Greater Depth and more a more targeted approach for phonics teaching across year R and Year 1 specifically PP - - while sustaining and building on the improvements made for EXS.</p> <p>Continuation of the approaches to developing phonics and EYFS teaching</p> <p>The school now needs to consider different approaches to the teaching of phonics to incorporate more written work and more concise, targeted phonics teaching. Ensure more staff trained and monitored. EYFS & KS1 to ensure phonics delivered alongside more broad English lessons.</p> <p>Some pupils need targeted support to diminish differences - these will be reviewed regularly and highlighted through Pupil Progress Meetings (and SEN&D meetings) and through robust personalised plans where required.</p> <p>Evidence sources (EEF Toolkit) suggest high quality feedback is an effective way to improve attainment which will be continued through the course of the year in 2020/2021. Phonics lead / Foundation Lead to ensure staff teaching and assessment is robust and clear targets provided.</p> <p>Where evaluation of lessons / learning walks / books from SLT / Subject leads and across staff was completed it was clear that this needs to be maintained in order for effective focused support and feedback is provided for children -</p>		

<p>Improved Literacy and numeracy results at KS1 and KS2 for DA children.</p>	<p>KS1/ 2 - Improve Staff development and curriculum development to ensure literacy and maths in year 1 and 2. are good including results for DA chn</p> <p>Resources and training to ensure staff are increasingly confident using the Power Maths (new scheme).</p> <p>Reading collaboration introduced with Kingsnorth Hub to support further development..</p> <p>Writing to be developed further with regards to sequence of learning and GDS writers</p>	<p>Term 3 and Term 6</p> <p>Governors Jan 20 and end of the year</p> <p>DA pupils discussed at PPM on 18th November. Minutes can be seen upon request. Target:EXS+</p> <p>Year 2 R: 70% + 6% W; 70% +7% M: 74% +5%</p> <p>(GDS R:-2% W: -2% M:-2%)</p> <p>Year 6 R; -5% W: -7% M: -6%</p> <p>(GDS R: +4%, W: +5%, M: +4%)</p> <p>Term 4 figures:</p> <p>Year 2: R: 67% (16/24) Target (70% 16/23) W:67% (16/24) Target (70% 16/23) M: 71% (17/24) Target (74% 16/23) Combined: 67% Target 70%</p> <p>GDS: R: 8% W:8% M: 0%</p> <p>KS2: R: 67% - Target 73% W:70% - Target 69% M:74% - Target 77% Combined: 63% Target: 69%</p> <p>GDS: R: 33% - Target 12% W:7% - Target 12% M:19% - Target 15% Combined: 7% - Target 12%</p> <p>Term 2: Questionnaires indicated - see PP report to gvnr.</p>	<p>especially those DA. This is also true of monitoring and feedback given to staff,</p> <p>Weekly SLT meetings will need to ensure their is a clear focus on books from DA and NDA to assess progress and feedback given.</p> <p>Ensure collaboration between Kingsnorth Hub adn Beaver Green is maintained and clear evidence provided from support.</p> <p>Curriculum deve;lopment has been on-going throughout the year where we are now at a stage where this can be applied for the year 2020-2021. Curriculum lead proactive in ensuring this is completed - focus on monitoring for DA pupils and impact of new revised curriculum.</p> <p>Resources purchased during lockdown to support DA - Ipads in order to complete remote learning through Google Classroom.</p>	
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<p>Children eligible for PP funding make rapid progress which enables them to catch up with their peers. The progress measure for DA children will be at least the same as their peers in KS2.</p>		<p>Progress for all pupils especially DA was completed termly in Pupil Progress Meetings. Individual pupils discussed and targeted actions put in place for those not on track.</p>		
<p>Provide support and increased learning opportunity for all DA children.</p>	<p>Focus on DA children's experiences and learning opportunities with the curriculum restructure.</p> <p>Ensure all children, especially DA, have equal opportunities for extended learning within and beyond the classroom.</p>	<p>Term 3 and Term 6</p> <p>Governors Jan 20 and end of the year - report completed see report to gnrs.</p> <p>Term 2 questionnaires indicated that children enjoyed trips on offer and didn't feel left out of anything. Extended music provision has been offered.</p> <p>Ipads provided to children during lockdown to support with learning at home and access to google classroom. All children called by staff to ensure support can be put in lace where required. New curriculum has been written by all staff with support from curriculum lead - this will be ready to begin in September and regularly reviewed - look to include wow factors targeting DA children. In SDP for priorities 2020 / 2021</p>	<p>Ensure that curriculum focus is targeted for DA children and experiences / op[ortunities - this includes external visits, visitors.</p> <p>Ensure DA have increased opportunities to extend learning beyond classroom - include Ipads / Forest School targeting DA.</p> <p>Staff to taregt and heightened awareness of DA and opportunities they provide for them within and beyond the class.</p>	
<p>The wellbeing of children is positive and the emotional resilience and behaviour for learning is improved.</p> <p>Focus on parental engagement and their wellbeing.</p>	<p>The implementation of Thrive for staff and lead practitioners to provide emotional support that is aimed at the needs of pupils in a class / individuals.</p> <p>Marvellous Me to develop a positive relationship with parents and encourage children to step up and be awesome.</p>	<p>erm 3 and Term 6</p> <p>Governors Jan 20 and end of the year - PP report completed and given to gnrs available upon request.</p> <p>Term 2 - Conferencing with pupils who undertake the Thrive intervention with our three trained practitioners indicated that there was a positive influence in Thrive interventions. Continue with this and look for additional training for practitioners.</p> <p>Term 4 - Thrive practitioners have targeted children following on from Class on-line profiling: In-depth reports completed on specific children (see report). This needs to be continued and improved across 2020/21. DHT to monitor profiling and interventions.</p> <p>Marvellous ME is now at 87% for primary parents and 98% for all followers - letters to be sent out once again to families not participating in this excellent resource.</p>	<p>Ensure practitioners keep up-to-date record of Thrive interventions and progress from online profiling. Ensure profiling completed 3x per year and practitioners analyse results to show impact of support</p> <p>This was reduced due to Covid Lockdown.</p> <p>Maintain Marvellous Me.</p>	

		Term 6 indicates that 91% of primary parents have Marvellous me installed and staff using this - weekly updates with 105% for all followers..		
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved children's well being and self-efficacy.	Emotional Coaching - Bespoke to the school staff	Term 3 and Term 6 Governors Jan 20 and end of the year Fruit purchased for KS2. Training provided on 16th December by two members of the STLS - emotional regulation cards provided for all staff. Heightened awareness of behaviour and emotional coaching - emotional coaching cards given to all staff to follow script when dealing with children's emotional regulation and management.	ENSure training is continued for emotional well being of children, especially since Covid restrictions. Jigsaw to be implemented throughout school and Thrive Assemblies to be completed. Lead to monitor impact of emotional coaching and how staff address issues faced.	
Improved attendance.	Offer all DA families free breakfast club.	Term 3 and Term 6 Governors Jan 20 and end of the year <u>2019.20</u> Term 1: Whole: 96% PNA: 12.5% DA: 94.1% PNA DA: 20% Term 2: Whole: 93.7% (see reason above) PNA: 20.95% DA: 92.3% PNA DA: 27.7% Running Total: 94.8% (end T2) If we removed children / Families absent for reasons out of our control - 96.5% <u>2019.20</u> Term 3: Whole: 94.6% PNA: 20.9% DA: 92.4%% PNA DA: 31.5% Term 4: Whole: 93.8%	Ensure regularity of places offered to DA children / those hard to engage by Breakfast club lead - ensure all DA aware of free offering of places. Records kept by lead and forwarded to SLT.	

		<p>PNA: 20.00% DA: 91.8% PNA DA: 23.6%</p> <p>Running Total: 94.6% (end T4)</p> <p>If we removed children / Families absent for reasons out of our control - 96.5%</p> <p>Weekly rewards provided by classes, display boards indicate winners on a running track. Year 5 class taken to local park as a reward.</p>		£110,000
Parents feel informed with regards to their children's learning.	All staff to ensure that parents are aware of their child's learning through parental consultation meetings / direct phone calls for DA. Staff keep records of all parents attending Parents evenings (PP). Contacting parents by phone to discuss progress if not able to attend.	<p>Term 3 and Term 6</p> <p>Governors Jan 20 and end of the year.</p> <p>Term 2: Register kept of all parents attending Parents evening Oct 2019 - letters sent to all parents who did not attend. Follow-Up calls made.#</p> <p>Term 4 attendance at Parents Evening: TBC</p>	<p>Staff to keep clear record of attendance / phone calls made after parents evenings - ensure that this is forwarded and analysed by SLT.</p> <p>Remind staff of need to complete.</p> <p>ENsure that reports sent and feedback given by parents to acknowledge receipt.</p>	
For targeted DA children to read more regularly.	Reading Crew Club to be run twice a week	<p>Term 3 and Term 6</p> <p>Governors Jan 20 and end of the year Librarian left in Term 2 - New plan to be instigated across the school. Letters sent to pupils Yr 3 to attend reading rebels - a paired reading programme 2x weekly with volunteers from Year 5 (breakfast served!). Reading crew was attended but lead felt that this was not wholly supported by parents / children as attendance for targeted DA was fluctuating weekly - great support from year 5 children with the DA.</p>	<p>Lead to nominate TA to run club and maintain appropriate records. Ensure heightened contact with DA children and parents regarding support.</p>	
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost 32,500
DA children requiring therapeutic support for	Counselling and educational psychologist services	<p>Term 3 and Term 6</p> <p>Governors Jan 20 and end of the year</p>	Need to ensure greater accountability for external support with DA children worked with.	

<p>SEMH will gain access to external support.</p>	<p>provided to identified DA pupils.</p>	<p>Welfare team regularly monitor SEMH support especially those who have been highlighted at risk - New provider being sought from previous Hope Tree Counselling (following Review of provision). Still under review for Hope Tree - quotes from others sought by Welfare lead - Welfare team have children who they regularly meet and discuss SEMH support. Thrive practitioners and staff updated online profiling - this was also completed in term 6 to be ready for start in September.</p>		
<p>Develop social and communication skills as well as turn taking and patience. Children take calculated risks.</p>	<p>Forest school</p>	<p>Term 3 and Term 6</p> <p>Governors Jan 20 report available upon request.</p> <p>Training provided November 2019 x3 members of staff: weekly Forest Schools provision being implemented.</p> <p>Forest school up and running successfully by Lead and other practitioners - targeting all children but especially DA in groupings.</p>	<p>Ensure greater focus on DA for 2020-2021 and ensure increased staff are trained to lead. Ensure impact of this can be measured.</p>	
<p>More children accessing extended learning opportunities</p>	<p>Purchasing, maintenance and care of school mini bus</p>	<p>Term 3 and Term 6</p> <p>Governors Jan 20 and end of the year</p> <p>Transportation has enabled an increased amount of pupils to attend visits / sports fixtures especially DA (Lead PE to record pupils attend % of DA to be recorded). Events have included: Pumpkin picking, cinema, swimming, sports fixtures, care home.</p>	<p>Continuation, where possible, of transport to be provided for all children, especially DA to attend external events / experiences / opportunities.</p> <p>Record to be kept of all travel and Numbers of DA - questionnaires post visit.</p>	<p>£87,000</p>

7. Additional detail

Due to the closure of schools on 23rd March 2020 because of Covid-19, implementation of the Pupil Premium Strategy 2019-20 was suspended. Our school directed its resources towards supporting eligible pupils to maintain their continuity of learning.

As there were no end of year outcomes, the school is taking steps to ensure that meaningful data is generated during Term 1 to identify disadvantaged pupils who need additional support, so that reliable progress targets can be set. For this reason the school will publish its Pupil Premium Strategy for 2020-21 by the end of Term 2.