



Summary of information		
Total Number of pupils:	Number of pupils eligible for PP:	PP budget (2019-2020 financial year)
199	67 eligible pupils – 33.6% of whole school population	£79,200
BARRIERS TO LEARNING AND PROGRESS (for pupils eligible for PP)		
1. Lower rate of attainment in Reading, Writing and Mathematics for many pupils eligible for pupil premium. The proportion of pupils eligible for funding who also have other identified barriers are 27% SEN, 54% SEMH and/ or Pastoral needs, 45% attendance		
2. Pastoral Needs of many eligible pupils impacting on their ability to learn effectively within school		
3. Low standards in language development hinder the overall ability of many of pupils in receipt of Pupil Premium Funding		
4. Low parental engagement in learning for many pupils eligible for pupil premium.		
5. Poor attendance rates and regular lateness		
6. Limited range of life experiences		
RESOURCE ALLOCATION		
Desired Outcome	Success criteria	
Improved progress for pupils eligible for pupil premium through more effective interventions following targeted discussions at Pupil Progress Meetings	Identified needs, focused intervention work, outside agency support as required, regular measurable impact gathered	
Increase the number of pupils (eligible for pupil premium) at the expected level.	Pupils make good progress in relation to English and Maths – measured through Insight assessment system.	
On-going progress is measured more accurately – teaching matched to needs of pupils and intervention work directly linked to assessment analysis	Clearly measured impact of interventions. Interventions provide value for money.	
Attendance and punctuality of pupils is closely monitored and targets put in place to show improvement in attendance of individual pupils	Attendance improves as a result of support from newly appointed Family and Pastoral Support Worker, Early Help Referrals made where appropriate, successes celebrated, referral to EIS team made where required	
Children come to school every day and are happy and ready to learn	Newly appointed Family and Pastoral Support Worker meeting regularly with identified pupils and their parents, Early Help Referrals made where required, Family Support workshops offered in school.	
Early Language Development skills improved in Reception	Foundation stage Lead and Reception class teacher attend training on Early Language Acquisition, Reception classroom resourced to reflect Language Development, Wellcomm Screening used to show progress in Speech and Language Development, Intervention time with Teaching Assistant for individual children with identified needs.	
Positive adult-pupil relationships; a culture of trust and open-ness	Staff are visible in the lunch hall and encourage positive, open conversations over lunch	

Desired Outcome	Actions	Approximate Cost/ Resources	Impact July 2020 This is not fully complete for this year due to Covid-19 pandemic leading to the school closure in March 2020 and only partial re-opening of the school for the rest of the academic year.
Improved progress for pupils eligible for pupil premium through more effective interventions following targeted discussions at Pupil Progress Meetings	<ul style="list-style-type: none"> <li>• Regular Pupil Progress meetings held with teacher and SLT</li> <li>• Targeted support identified and in place</li> <li>• Interventions planned and delivered by staff</li> </ul>	SLT release time and Teacher Cover £1850.00 Intervention Resources £2000 Outside Agency Support as required Teaching Assistant	New assessment system introduced to ensure that all pupils are tracked carefully and small steps of progress can be tracked.  Targeted support identified following Pupil Progress meetings and intervention plans are put in place. Targetted interventions are selected. Children are assessed at the start of the intervention and again at the end to gain measurable progress and impact.  Intervention books are maintained for PP children to show progress and work completed.
Increase the number of pupils (eligible for pupil premium) at the expected level.	<ul style="list-style-type: none"> <li>• Regular Pupil Progress Meetings</li> </ul>	SLT time Teacher cover to attend meetings £1850.00	As above
On-going progress is measured more accurately – teaching matched to needs of pupils and intervention work directly linked to assessment analysis	<ul style="list-style-type: none"> <li>• On-going progress is assessed and used to plan work matched to the needs of identified pupils</li> <li>• Regular book Looks focused on pupils eligible for funding</li> </ul>	SLT release time to analyse data Teacher cover £1850.00	As above – on going progress can be tracked using INSIGHT assessment system to ensure that small steps of progress can be measured.  Fortnightly book trawls have taken place with a focus each time on Pupil Premium pupils. Direct comparisons have been drawn with pupils not in receipt of PP funding.
Attendance and punctuality of pupils is closely monitored and targets put in place to show improvement in attendance of individual pupils	<ul style="list-style-type: none"> <li>• Family and Pastoral Support Worker role continued and connections made with a greater number of families</li> <li>• Attendance closely scrutinised</li> <li>• Families contacted about attendance concerns, action plans in place, referrals made to EIS team as required</li> <li>• Early Help Referrals made where appropriate</li> <li>• First day absence calls and Regular home visits in place</li> </ul>	Family and Pastoral Support Worker £22,000 pa	Family and Pastoral Support worker's role now includes all Early Help assessment work and now includes an 'in-house' support plan that sits below Early help for families that do not meet the threshold for Family Centre support but we feel would benefit from extra help. Meetings are set up in school, a plan is drawn up with parents and time-scales are established with parents.  Referrals to EIS Team are made using their agreed criteria.  There has been an increase in School Support and Early Help Referrals across the academic year. Early Help referrals and contact has been maintained throughout the lockdown by use of the school mobile. Risk assessment was drawn up to highlight vulnerable families that were in-need of contact during the lockdown.  Attendance rates could not be tracked following the school

	<ul style="list-style-type: none"> <li>• Meeting room used as a base for all meetings with parents and outside agencies</li> </ul>		closure due to Covid-19.
Children come to school every day and are happy and ready to learn	<ul style="list-style-type: none"> <li>• Family and Pastoral Support Worker appointed and connections made with families</li> <li>• Attendance closely scrutinised</li> <li>• Families contacted about attendance concerns, action plans in place, referrals made to EIS team as required</li> <li>• Early Help Referrals made where appropriate</li> <li>• First day absence calls and Regular home visits in place</li> <li>• Meeting room created</li> <li>• Support from sycamore Green Partnership Team to work with families and individual pupils</li> <li>• Willows Room is created to provide pastoral support for pupils not able to manage effective learning within the classroom setting</li> </ul>	<p>As above Family and Pastoral Support Worker in post (£22,000)</p> <p>Teaching Assistant time with individual/groups 3x 20mins weekly per child Based upon 18 children Approx. £10,000 per year</p> <p>Nurture training provided by Sycamore Green for Willows staff FREE – paid for via LA buy back</p> <p>Resources for Willows room purchased and room set up £2000</p> <p>Boxall Profile materials and resources purchased and used to assess need of identified pupils £1000</p> <p>Additional TA</p>	<p>As above re: attendance</p> <p>Breakfast club established for PP children in need of breakfast and support to attend school on time each day. Individual children selected to attend. Attendance rates for these pupils improved. Children settled more quickly into school each morning having the chance to settle and talk to the TA each morning. TA food hygiene training completed for two members of staff.</p> <p>Willows Room up and running and well resourced for individual PP pupils who have been identified as struggling in mainstream classroom due to emotional distress. Children were assessed on entry to this provision using the Boxall Profile. Progress evident at the point at which we went into Lockdown however sadly this provision was not able to continue when we entered the Lockdown period.</p>

	<ul style="list-style-type: none"> <li>identified pupils in receipt of PP funding to attend an additional breakfast provision in The Willows Room each morning</li> </ul>	<p>appointed to support with delivery of Nurture style provision in Willows approx. £10000.00</p> <p>Breakfast provisions purchased £800.00 plates, cups, table cloths and cleaning equipment £200.00 Two TAs attendance on food hygiene training. £1500.00</p>	
Early Language Development skills improved in Reception	<ul style="list-style-type: none"> <li>Wellcomm Screening in place for all pupils in Reception and for Year 1 pupils who require it</li> <li>Teaching Assistant intervention time with identified pupils</li> <li>Speech and Language Referrals made following two terms of intervention work</li> </ul>	<p>Additional Reception Teaching Assistant morning only to provide time for 1:1 work with pupils Approx. £9000 per year</p> <p>SENCO time to process intervention work, meeting with SALT therapist, meetings with parents, Practical resources provided approx. £2000</p>	<p>Wellcomm screening has been used effectively. All pupils in Reception have been screened each term and then subsequent intervention work has been completed. If after two terms insufficient progress has been made a pupil will be referred for SALT assessment.</p> <p>We have seen an increase in SALT referrals this academic year.</p> <p>SENCO has completed further referrals to LSS and SALT during the period of lockdown and provided packs of work for pupils during the period of lockdown.</p>
Building positive adult, pupil relationships creating a culture of trust and open-ness	<ul style="list-style-type: none"> <li>2 lunches per day provided for members of staff to eat with the children – rota in place</li> </ul>	<p>2 lunches per day provided for staff £1800 p/a</p>	<p>Children enjoy the chance to speak to adults over the lunch table.</p> <p>We have seen an increase in the uptake of parents applying for Free school meals due to our proactive approach. Free jumpers are issued to parents who complete a form as an</p>

	<ul style="list-style-type: none"> <li>• Staff visible at lunchtime in the hall to support targeted children</li> <li>• Children sit with staff to encourage conversations and social skills</li> </ul>		<p>incentive. Many parents have been reminded to apply if we become aware of a change in personal circumstances due to the positive relationships we have built up with families.</p>
<p><b>Total expenditure:</b> <b>£67850.00</b></p> <p><i>The remaining funding of £11350.00 is used towards the cost of teaching assistants across school who support the learning of all pupils.</i></p>			