

Pupil premium strategy statement (primary) 2020-2021

1. Summary information						
School	St Nicholas and St Laurence Primary					
Academic Year	2020-21	Total PP budget	£52,350	Attendance 2019-20 Whole school –95.6% PP – 95.4%	Date of most recent PP Review	September '20
Total number of pupils	205	Number of pupils eligible for PP	44 (21.5%) (4 service)	SEN and PP – 8.78% (18 of 205) National – 28 %	Date for next internal review of this strategy	July '21

2. Attainment of Year 6 Children at end of last academic year 2019-20			
	Our school –PP	Our school - non PP	National - non PP
% achieving in reading, writing and maths	No official data due to COVID 19		
% making progress in reading			
% making progress in writing			
% making progress in maths			

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Starting school with poor language skills and limited vocabulary
B.	Progress and attainment in Maths
C.	Progress and attainment in Reading
D.	Progress and attainment in Writing
E.	Limited emotional resilience and low self-esteem levels
External barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
E	Low attendance and poor punctuality
F.	Lack of opportunity outside school for extra-curricular activities and visits including, access to enrichment activities

G	Low parental support and engagement- School is in an area of high deprivation and social mobility is extremely low in Weymouth. Constituency, England	
H.	Access to home learning	
2. Desired outcomes		Success criteria
A.	A: To ensure outcomes demonstrate a diminishing difference between all children nationally and disadvantaged children in school in Maths	Attainment and progress in line with non-PP pupils
B.	B: To ensure outcomes demonstrate a diminishing difference between all children nationally and disadvantaged children in school in Reading	Attainment and progress in line with non-PP pupils Children will enjoy reading
C.	C: To ensure outcomes demonstrate a diminishing difference between all children nationally and disadvantaged children in school in Writing	Attainment and progress in line with non-PP pupils
D.	D: To improve resilience and self-esteem	Chn are resilient learners with improved attitudes to learning and school. School will be a positive experience for those children Children will have increased emotional attachment to school and feel that it is a happier place to be, thus increasing their progress and attainment
E.	E: To provide disadvantaged pupils with the opportunity to enjoy a wide range of enrichment activities at a reduced cost in order to improve their wellbeing, self-esteem, confidence, motivation and engagement with school.	More disadvantaged pupils will participate in after school clubs as well as participating in trips, particularly residential visits.
F.	F: To raise attendance and become in line with the target of 96% for all pupils.	Attendance and punctuality increased. Reduction in the number of persistent absentees Reduction in the number of warning letters and/or referrals to attendance panel for disadvantaged pupils
G.	G: To raise parental engagement in their children's learning and aspirations	Increased attendance at parent consultations. Increased opportunities for parents to learn how their children are taught. Increased opportunities for parents to visit school and children to share their learning journey.

I will use a R.A.G rated system to review the expenditure for the previous year. 2019-2020

XXX – positive impact

XXX – limited impact

XXX – to continue due to Impact of COVID, positive impact expected

XXX – to continue due to impact of COVID, comparable data too early

Extra expenditure during COVID:

- Laptops for vulnerable families.

 - This was established to support those who had no access to the internet or technology.

- Ensuring Vulnerable families had sufficient food

 - Food bank vouchers, organising food support

Review of expenditure			
Previous Academic Year		2019-2020	
Quality of teaching for all			
Action	Intended outcome	Impact and lessons learned	Cost
Staff meetings for Power maths. Joint planning to raise confidence TA training in the scheme and the use of manipulatives. Subject leader CPD from experienced Maths lead.	High quality CPD impacts on quality first teaching in Maths.	Fluid approach throughout the school. Due to COVID-19 results have not yet been justified. Two TA's have been on training on how to use manipulatives with effectiveness. This information has not been shared with staff due to COVID-19. Consistency across the school has shown that results have the potential to improve. This needs to continue so that we are able to monitor the impact of vocabulary and skills use. Support from experienced leader worked to ensure monitoring systems were robust. A system of monitoring can now be followed to continue to focus on this.	
Whole school guided reading training. Vocab and Precision teaching training for TAs. Subject leader CPD from experienced English lead. LA training for PP lead	High quality CPD impacts on quality first teaching in reading	Consistency across the school has shown that results have the potential to improve. Initial results show that guided reading sessions are having an impact, however due to COVID-19 this has not been measured. Consistency in approach support fluidity between classes and year groups.	
Focus on reading skills, staff meeting foci on teaching the key skills of retrieval and inference that pupils' need in order to improve their reading comprehension.	To see an increase in reading comprehension scores.		
Work with pre-schools to provide support and early intervention. Investigate the use of WellComm as a joint approach.	To raise oral language skills and receptive vocabulary.	Due to COVID-19, WellComm was purchased. This however, will be implemented in the Autumn Term 2020.	The process for this started and we were able to conduct phone calls to share information. This will still be a focus this year.
Increased reasoning skills. Children speaking in sentences when answering. Vocab relating to topic displayed in classroom. Language rich environment			This will continue to be a focus this year which will impact on our writing skills.
Intervention, such as 'Talk Boost' and 'Time to Talk' be used to increase receptive language and articulation.			

<p>Raised accountability and monitoring of subject leader action plans show high level of monitoring and evaluation of provision and progress of PP to ensure all staff have high expectations and aspiration.</p>	<p>High level of accountability and robust monitoring of outcomes for children attracting PP.</p>	<p>Learning walks and staff reviews have shown that this is becoming everyday practise. This will continue to be monitored due to COVID-19.</p>	<p>This gives an insightful and clearer picture for school practises. This will continue to be the focus.</p>	
<p>Medium term plans will include differentiated intentions to ensure appropriate provision for PP where necessary</p>				
<p>Pupil progress meetings with SLT and SENCO to discuss possible barriers and how they can be avoided/overcome.</p>				
<p>Detailed and up to date provision map of all the support offered to disadvantaged pupils in each class are reviewed termly. Teachers complete this half termly and discussions are held between PP lead, SENCO and teachers regarding impact of Intervention. Teachers are challenged where progress is less than expected.</p>				
<p>Ensure Governors are well informed of the latest research relation to best practise and its impact for disadvantaged children.</p>				

Regular monitoring and analysis of progress of disadvantaged pupils. Teachers to complete data analysis termly to identify gaps in either progress or attainment and to plan interventions to address these. Assessment information from Star reading, Star Early Literacy, Lexia and AR informs planning to ensure tasks are effectively differentiated. White Rose end of unit tests and NFER test to inform planning in Maths	To raise attainment for PP pupils to be at least in line with National average	Not comparable data due to COVID-19		
PP given priority for feedback and marking using agreed codes.		As above – this was being seen in lessons but data is not comparable due to COVID-19.		
Use high quality Literacy programmes that impact on both phonics and reading such as 'Lexia' and 'Accelerated reading'. Programme will also create personalise learning programmes based on gaps identified for next.		During COVID-19, online literacy programmes were used regularly to support reading and phonics.	Use of high quality learning platforms enabled lots of children to access this during lockdown. When returning to school, ensuring that children are receiving extra support if struggling with certain areas.	

Targeted support				
Action	Intended outcome	Impact and lessons learned		Cost
More able children will be suitably challenged and motivated and will achieve their full potential. More able children will be identified and tracked in each class to ensure that they	To diminish gaps and raise attainment of MA: PP achieve at least in-line with non-PP funded pupils.	Children will diminish gaps between themselves and peers.	Catch up programmes will need to be in place quickly once assessments have been conducted to support children effectively and to diminish gaps.	
Booster classes provided for Year 6 pupils in preparation for SATs. GPS, reading, ARE maths and greater depth maths and reading groups		This did happen and will be able to happen earlier in the term this year due to robust pre-assessments. This will continue to be a focus for the school year.		

Potential Year 6 GD children to be identified and targeted support put in place.			
PP lead and SENDCO to work collaboratively to ensure that interventions for individuals, who are SEN and disadvantaged, are effective and targeted correctly.	Children who are SEN as well as disadvantaged will make accelerated progress due to effective, targeted interventions	Initial reviews show that some children have fallen behind expectations. The role of PP lead is now within the remit of SENCo.	
BPVS Screening on entry and at the end of EYFS for early identification of communication and language concerns. Initially PP, then rest of reception by end of Jan 2020			
Daily Speech and Language sessions take place focusing on targeted gaps. Each child has an individualised plan with targets and actions which have been developed following speech and language assessments.			
Small group tuition planned by literacy lead. 1:1 reading with an experience teacher Robust monitor of AR of the frequency of reading and that the levels children are reading are sufficiently challenging.	To see an increase in reading comprehension scores.	No comparable data due to COVID-19	
Targeted reading using volunteers and older children. Regular 1:1 reading with pupils in Years 1 to 6 who are working below the expected standard. Focus linked to reading assessment analysis. Ensure robust monitoring systems to record frequency of reading are used consistently across the school, where non-readers are correctly identified and addressed.	To increase children's reading rates so 100% of PP children read at least 3 times a week		This needs to continue.

Booster sessions in KS1 to ensure all meet phonics check by the end of KS1.	High quality targeted phonics intervention		
£1 book sale to provide high quality books at low cost. PP lead to ensure that all PP receive a book by school funding one book per PP child.	To promote a love of reading	A wide range of books were purchased. Some parents shared the children's excitement and some were prompted to purchase more. Children received at least two books during the last academic year.	
Small group for targeted support to ensure gaps in learning in Maths are addressed and the children make accelerated progress Pre-teaching of skills before	To raise attainment, Maths	No comparable results/ data due to COVID-19	
CPA approach to be used, particularly in KS1 and lower ability children. Marking code indicates manipulates used.			
Children to be encouraged to use TT Rock stars to improve times tables. Staff to ensure time allocated in school as well as home, either in class time or break.			

Other approaches			
Action	Intended outcome	Impact and lessons learned	Cost
To raise attendance for PP children at least in line with the target of 96% for all pupils.	Absence and punctuality issues diminished.	Attendance improved in the early Spring term but persistent absence increased slightly by the end of the term. However, there is a robust system to monitor closely. This is not comparable due to COVID-19. (Data upto 14 th February - __)	
To raise parental engagement in their children's learning and aspirations by attending parents evenings and progress days and supporting with learning at home	Parents of PP children attending parents evenings and supporting with learning at home.	All parents attended parents evening. Next step: how can they support their children's learning further. Families need to feel welcome into school and recognise workshops as a positive experience for both themselves and the children. The greater the parental involvement, the better the children achieve. 37 out of 40 parents attended SEN progress meetings. 17 out of 19 parents were also PP parents. How can we motivate those who did not attend?	

<p>Same day phone calls for all unreported absences and prompt execution of persistent absence procedures. Breakfast club to be offered to persistent absentees and register of attendance of BC closely monitored. Lateness to be monitored to ensure it does not become an issue.</p>	<p>To raise attendance to meet national target of at least 96% .</p>		
<p>Personal invitation to breakfast club for those identified as vulnerable, most at risk of low attendance or poor performance in class.</p>			
<p>Invitation by telephone call for parents evenings and information evenings. Copies of handouts and slides to be sent for those not attending. Reminder phone calls to hear children read or complete homework.</p>	<p>To raise parental engagement in their children's learning and aspirations resulting in 100% attendance parents evenings and information evenings</p>	<p>All PP parents attended October parents evening. Spring term was cancelled due to COVID-19.</p>	
<p>Maths and English workshops and information evenings planned to share expectations and show parents the new methods and examples of children's work. Parent consultations throughout the year to keep parents fully updated of their children progress.</p>	<p>Parents will understand how they can better support their children at school.</p>	<p>as above</p>	
<p>Prompt referral to outside agencies such as CFPZ or DFM.</p>	<p>To ensure parents quickly access support when needed.</p>	<p>PP lead is also a DSL which supports decisions being made.</p>	
<p>Uniform vouchers for all PP children so that they feel worth and valued.</p>	<p>Early help strategies will be offered to families</p>	<p>Talk to Alex re- take up – what are the percentages? Also, School has a selection of well-maintained pre-owned uniform that is given to parents to supplement</p>	

Children to participate in Forest school and gardening club to improve behaviour and engagement with learning.	Additional Forest schools and gardening club be available to PP children.		
ELSA to be made available to address issues. Training will enable the school to meet the specific needs of children, including service children whose families may be away.	To use ELSA to support Social, Emotional and Mental Health (SEMH) needs and enable children to develop their emotional literacy.	ELSA training commenced during September 2019 and concluded in January 2020. The results of this have not been seen yet. There are plans this year to train another ELSA. (No training available until Feb 2021)	
Touchline –Values through sport. This term through Rugby. 6-week programme	To encourage reliance and perseverance	This was a positive experience for all. Project touchline will be back in the Spring Term. The focus will be Hockey.	
Trips, including residential visits to be offered at subsidised costs to improve wellbeing, self-esteem, confidence, motivation and engagement	To raise aspirations for all and create equal opportunities- Disadvantaged pupils will be able to participate and enjoy a wide range of enrichment activities	All residential were subsidised. However due to COVID-19 they did not occur.	
Wide range of after school clubs offered to all pupils. Questionnaires to be used to ensure clubs match the interests of target children. Spaces to be offered to disadvantaged pupils before whole school. As appropriate, disadvantaged pupils will be encouraged to attend in order to promote their wellbeing.		All children are invited to all club, with the exception of one child. (Location and after school life impending take up) Due to COVID-19, clubs ended on March 20 th . We have no intention of these returning at the moment.	
Music lessons will be funded by the Pupil Premium to allow disadvantaged children to have the opportunity to learn a musical instrument.		Positive impact on self-confidence and performing in front of the whole school. To continue this year.	
Ensure that arrangement meet the needs of the individuals to ensure there is an effective and smooth transition	Effective transition to next school in Year 6	Video transitions and transition social stories were used due to COVID-19. Where possible, children who would find transition tricky and were in school were placed with next teacher.	
Planned transition with pre-schools for our PP (EYPP) and our SEN/D chn and other disadvantaged children	Effective transition for EYFS from preschool	Did not happen due to COVID-19	

Planned expenditure					
Academic year		2020-2021			
Key priorities -To ensure outcomes demonstrate a diminishing difference between all children nationally and disadvantaged children in school.					
Quality of teaching for all					
Intended outcome	Action/ Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	To be Reviewed
A To ensure outcomes demonstrate a diminishing difference between all children nationally and disadvantaged children in school in Maths	Regular monitoring and analysis of progress of disadvantaged pupils. SLT to conduct data analysis once a term, to identify patterns of poor attainment and progress. Meetings will then be held with class teachers to identify next steps for these children.	By identifying disadvantaged pupils and by being aware of their specific set of needs, support can be offered which will have the maximum impact. Greater accountability and understanding of data developed among the staff team. Ofsted Pupil Premium report into effective strategies - "class and subject teachers knew which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress" "discussions about pupils eligible for the Pupil Premium in performance management meetings"	SLT to discuss the progress of children with class teachers, Subject leaders are aware of disadvantaged pupils and these are highlighted in all areas when data analysis takes place. Learning walks, book scrutinies will show targeted support for disadvantaged pupils.	VM/SL /WR	
	A mastery approach scheme called Power maths will continue to be developed and monitored across the school.	The mastery approach to learning ensures that children are taught in longer blocks and have more opportunities to acquire deeper knowledge and understanding and to apply this to a wider variety of contexts. Increased focus on specific mathematical vocabulary and reasoning will improve conceptual understanding. EEF Toolkit - +5 months additional progress through using a mastery approach	Provision maps will have clear smart targets with entry and exit data which will show progress and support.		
	Provision maps show where targeted classroom and intervention support is in place. This also maps all of the support offered to disadvantaged pupils. Teachers compose the provision maps termly but use these as a working document for any changes that occur. Discussions are had termly where expected progress is not clear.	Ofsted guidance states that ensuring "that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils" was an effective strategy.			

<p>B</p> <p>To ensure outcomes demonstrate a diminishing difference between all children nationally and disadvantaged children in school in Writing</p>	<p>Introduction of 'The Write Stuff' Scheme across the whole school to establish clear writing frameworks, ambitious vocabulary and grammar rich sentences. CPD for staff Scheme purchased</p>		<p>SLT to discuss the progress of children with class teachers,</p> <p>Subject leaders are aware of disadvantaged pupils and these are highlighted in all areas when data analysis takes place.</p> <p>Learning walks, book scrutinies will show targeted support for disadvantaged pupils.</p> <p>Provision maps will have clear smart targets with entry and exit data which will show progress and support.</p>	<p>JN/SL/ WR</p>	
	<p>Regular monitoring and analysis of progress of disadvantaged pupils. SLT to conduct data analysis once a term, to identify patterns of poor attainment and progress. Meetings will then be held with class teachers to identify next steps for these children.</p>	<p>By identifying disadvantaged pupils and by being aware of their specific set of needs, support can be offered which will have the maximum impact. Greater accountability and understanding of data developed among the staff team. Ofsted Pupil Premium report into effective strategies - "class and subject teachers knew which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress" "discussions about pupils eligible for the Pupil Premium in performance management meetings"</p>			
	<p>Provision maps show where targeted classroom and intervention support is in place. This also maps all of the support offered to disadvantaged pupils. Teachers compose the provision maps termly but use these as a working document for any changes that occur. Discussions are had termly where expected progress is not clear.</p>	<p>Ofsted guidance states that ensuring "that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils" was an effective strategy.</p>			
<p>C</p> <p>To ensure outcomes demonstrate a diminishing difference between all children nationally and disadvantaged children in school in Reading</p>	<p>Accelerated Reader to be used across KS2. Diagnostic reports used to see which children are not regularly passing the quizzes (85%+). Reading at home closely monitored and children not reading regularly will be targeted for 1:1 reading by an adult. Children will be supported with choosing appropriate, engaging texts relative to their ability.</p>	<p>Feedback has been identified as one of the most cost effective strategies in raising attainment. Teachers and other adults will analyse diagnostic reports and Star Reading assessments regularly and will feed back to the pupils on what they need to do to improve their reading.</p> <p>EEF Research – suggested up to +8 months additional progress by providing effective feedback to pupils</p>	<p>SLT to discuss the progress of children with class teachers,</p> <p>Subject leaders are aware of disadvantaged pupils and these are highlighted in all areas when data analysis takes place.</p> <p>Learning walks, book scrutinies will show targeted support for disadvantaged pupils.</p> <p>Provision maps will have clear smart targets with entry and exit data which will show progress and support.</p>	<p>JN/SL/ WR</p>	
	<p>Targeted intervention for children specific to needs based on their baseline assessments</p>				
	<p>Targeted use of Lexia to support with targeted intervention for those who have difficulties.</p>				
	<p>Targeted support to ensure that of reading 5 days a week with a focus on fluency and comprehension.</p>			<p>SL/JN/ WR</p>	

D: To improve resilience and self-esteem	ELSA to be made available to address issues as soon as they occur. Support with self-regulation strategies to enable children to show positive learning behaviours.	Some children do not make expected progress because they do not exhibit positive learning behaviours for a number of reasons. Some of this is due to an emotional need which effects their ability to self-regulate. EEF Toolkit – Social and Emotional Learning +4 months additional progress	Pre and post intervention questionnaires are completed to assess impact and need for ongoing support.	SL	
E: To provide disadvantaged pupils with the opportunity to enjoy a wide range of enrichment activities at a reduced cost in order to improve their wellbeing, self-esteem, confidence, motivation and engagement with school.	Reduction in cost of residential school trips – Year 3 Camp, Widemouth – Year 4, Residential – Year 5 and 6 (Bi-annual) All day trips and activities are subsidised wherever possible.	Outdoor learning and residential trips are known to have a positive impact on children’s wellbeing, confidence and self- esteem. By removing some of the financial barriers, disadvantaged children will be able to experience these opportunities. EEF – Outdoor Adventure Learning+4 months additional progress	Instalment plans will be set up for all trips to enable parents to budget and spread the cost of the trips. This will be conducted via Parent Pay. Disadvantaged pupils will be actively encouraged to attend these trips.	WR	
	After schools clubs offered to all pupils. As appropriate, disadvantaged pupils will be encouraged to attend in order to promote well-being, self-esteem, confidence, motivation and engagement within school.	Encouraging children to participate in a new sport or activity has a positive impact on their general wellbeing and enables them to development important life skills such as leadership, teamwork and co-operation. EEF – Sports Participation +2 months additional progress	PE lead to keep record of children attending sports clubs. Attendance of PP children is monitored.		
	Music lessons will be subsidised by the Pupil Premium to allow disadvantaged children to have the opportunity to learn a musical instrument.	EEF Toolkit – Arts Participation = +2 months additional progress	Engagement will be monitored by specific music teachers and music subject leader. Children will be asked their opinions (pupil voice) about their lessons.		
	To provide ICT equipment (Chrome Books) to support home learning activities. These will be purchased to allow all children to have the same access and allow them to participate in home learning activities alongside their peers. Costing: £4700 for 20 Chromebooks (£235 per unit)	To allow children the same or similar opportunities for home learning.	Engagement will be monitored via google classroom and other learning platforms.	WR /JD	
Big me day to explore different stereotypes of typical roles within different industries. Roles to be aspirational.			All		
F: To raise attendance and become in line with the target of 96% for all pupils.	Whole school initiatives used to improve school attendance for all children. (Rewards Analysis completed half termly. Children/ families are targeted and supported separately if their attendance was of concern last year or is now.	If children are not in school, then it is difficult to ensure that they make adequate, or accelerated progress in order to diminish the attainment gap. Ofsted guidance – “provide well-targeted support to improve attendance, behaviour or links with families where these are barriers to a pupil’s learning” EEF Toolkit – Social and Emotional Learning +4 months additional progress	HT to analyse attendance data on a monthly basis. To report to SLT on a half termly basis and to report findings to governors. Impact will be evaluated by seeing improvement in attendance percentage of disadvantaged pupils.	WR /SL	

G: To raise parental engagement in their children's learning and aspirations	Use of IT programmes and subscription (Phonics Play, Purple Mash, Lexia, MyOn, NumBots, TT Rockstars, Oxford Owl) to support children's home learning. If children are unable to access a computer, purchases are being made to support this. (See above)	Motivation and engagement are high when using digital technology to support learning. Online learning platforms can be used easily to set homework tasks for consolidation and to extend learning. EEF Toolkit – Digital Technology = +4 months additional progress.	Progress and access can be monitored on all platforms. Targeted support can be put in place to support those who need it. Children gain certificates in Lexia and TT Rockstars during celebration collective worship to motivate and enthuse the,	WR /JD/ SL	
	Use of learning platform to allow parents to interact and support learning at home	EEF Toolkit – Parental involvement +3 months additional progress.	Staff will monitor and engage with parents to ensure use.	WR	
Total budgeted cost					17957
Targeted support					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	To be Reviewed
A: To ensure outcomes demonstrate a diminishing difference between all children nationally and disadvantaged children in school in Maths	Catch up programmes which target areas of weakness found in pre-assessments.	EEF toolkit – +4 months additional progress for Small Group Tuition	Progress will be monitored though the use of assessments. This data will be linked to the SMART targets in the provision maps. SENCo and PP lead will correlate data and hold meetings with staff to ensure effectiveness. Learning walks will show that appropriate support has been implemented.	VM/S L	
	Same day catch up – where needed to support and retain fundamental classroom strategies.	EEF toolkit – 5+ months additional progress on average for 1:1 tuition as an intervention			
	Targeted interventions – children to work in small groups working on areas where gaps were found sue to robust pre-assessments. (First Class Number, Number Counts, Success at Arithmetic and WAVE 3 support)				
B: To ensure outcomes demonstrate a diminishing difference between all children nationally and	Phonics interventions – targeted support to focus on areas of weakness. (LCP Phonics, Fast Track Phonics)	EEF Toolkit – phonics intervention +4 months additional progress	Progress will be monitored though the use of assessments. This data will be linked to the SMART targets in the provision maps. SENCo and PP lead will correlate data and hold meetings with staff to ensure effectiveness.		
	Regular 1:1 reading with pupils in all year groups who are working below the expected standard or not reading regularly at home.	EEF - +4 months Digital Learning and +5 months for Reading Comprehension Strategies			

disadvantaged children in school in Reading	Words First used to support children who have not made progress using a phonics-based intervention. 1:1 work done regularly to encourage confidence and improve self-esteem with reading.	EEF research – 5+ months additional progress on average for 1:1 tuition as an intervention and +5 months for Reading Comprehension Strategies,	Learning walks will show that appropriate support has been implemented.		
C: To ensure outcomes demonstrate a diminishing difference between all children nationally and disadvantaged children in school in Writing	The use of targeted intervention based upon children's areas of weakness. Spelling – SNIP, Direct Phonics, target phonics, fast track phonics Handwriting – fine motor skills WAT – write away together	Children who are at risk of not reaching age related expectations based solely on their handwriting and spelling are identified and supported in small group setting. EEF toolkit – +4 months additional progress for Small Group Tuition	Progress will be monitored through the use of assessments. This data will be linked to the SMART targets in the provision maps. SENCo and PP lead will correlate data and hold meetings with staff to ensure effectiveness. Learning walks will show that appropriate support has been implemented.		
D: To improve resilience and self-esteem	ELSA support to be part of provision. This will work on a referral process. TO build upon other areas as well as children's self-esteem and resilience.	Some children do not make expected progress because they do not exhibit positive learning behaviours for a number of reasons. Some of this is due to an emotional need which affects their ability to self-regulate. EEF Toolkit – Social and Emotional Learning +4 months additional progress	SENCO to hold regular meetings with ELSA's. ELSA's to attend county run supervisions with EP support Pre and post assessments to be conducted.		
Total budgeted cost					11900
Other approaches					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	To be Reviewed

B: To ensure outcomes demonstrate a diminishing difference between all children nationally and disadvantaged children in school in Reading	To hold regular (termly) book sales where all books can be purchased at £1 each. Pupils (On PP register) will be given a voucher to purchase their own book.	Rationale- to raise aspirations and reading fluency by giving choice to buy a new book.		JN/SL /WR	
D: To improve resilience and self-esteem	Uniform vouchers offered for all disadvantaged pupils - in Autumn term and in Spring/Summer	Although there is no specific evidence that having a school uniform has a positive impact on progress, we feel that it is important that all children should feel part of the school and wearing the correct uniform is therefore important.	Records are kept showing who has and collected used the uniform vouchers.		
F: To raise attendance and become in line with the target of 96% for all pupils.	Breakfast club invitations to those who find it difficult to settle in school or there are attendance concerns	Having a healthy breakfast is key to ensuring that children are ready to learn. It is also seen as a strategy to improve attendance and wellbeing.	Registers are kept showing which children are attending breakfast club.		
Other: To provide free school meals and cool milk	Invitations sent out to those who are not taking up this service. Free school meals are provided for all children on the PP register. This is the same for school cool milk.		Tracking through online booking system.		
Total budgeted cost					

Total Budgeted Spend : £53277