

Pupil Premium Strategy statement: Harnham Junior School

Pupil Premium is allocated to schools from the central Government to support children from low-income families who are currently known to be eligible for Free School Meals and children who have been looked after continuously for more than six months. This years allocated expenditure is £1,345 per Pupil Premium Child x 47 children = £ 63,215

At Harnham Junior School, this expenditure is used to help our most vulnerable children to reach their full potential both emotionally and academically; we want our disadvantaged learners to have good communication skills, be resilient, appreciate diversity and be aspirational for their future.

What are our priorities?

- 1) Quality First Teaching – Following COVID19 and re-integration into School- our aim is to target Pupil Premium children’s progress to ensure they make at least good progress throughout the school; closing the gap so their attainment is in-line with their cohort. We want to prepare children for the next stage in their educational journey.
- 2) Support children with Emotional Literacy so they are ready to learn in school. We want to support children to develop their growth mind-set and encourage their independence. To support this we use a range of strategies including; ELSA, counselling services, therapeutic interventions and we are currently completing training to be able to establish the Thrive Approach as an intervention.
- 3) Ensure that all disadvantaged children are able to attend extra curriculum activities, and that we provide activities to extend their social capital.
- 4) Ensure that interventions are timely, robust and informed by gaps in children’s knowledge.

1. Summary information					
School	Harnham Junior School				
Academic Year	2020-2021	Total PP budget	£ 63,215	Date of most recent PP Review	<i>September 2020</i>
Total number of pupils	325	Number of pupils eligible for PP	47 PP +4 E6	Date for next internal review of this strategy	<i>Dec 2020 April 2021 July 2021</i>

End of KS2 Data 2020 (Year 6 Cohort)				
No SATS 2020 due to Partial School Closure 2019 Data shown	<i>Pupils eligible for PPG at Harnham</i>	<i>Pupils not eligible for PPG at Harnham</i>	<i>PPG nationally</i>	<i>All Pupils Nationally</i>
% of pupils achieving the expected standard in reading, writing and maths	50%	77.9%	51.3%	70.5%
% of pupils meeting expected standard in reading	77.8%	82.4%	62%	77.8%
% of pupils meeting expected standard in writing	50%	83.8%	67.8%	83.0%
% of pupils meeting expected standard in maths	72.2%	86.8%	67.2%	83.4%
Reading progress score				
Writing progress score				
Maths progress score				

2. 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.	Impact of Covid 19 – supporting children’s mental wellbeing and learning behaviour and supporting reintegration into School following the partial School Closure in March 2020.
B.	Impact of Covid 19 –focussing on assessing and teaching gaps from School Closure in Terms 5 and 6
C.	Impact of Covid 19 - ensuring all children have access to remote learning and ensure there is a contingency plan in place for those who are self-isolating.
D.	Poor vocabulary skills
E.	Writing attainment and progress across the school is a focus for 2020-2021
F.	Number fluency in mathematics, with the use of concrete materials and the recall of basic number facts, including Times Table recall is a School Focus for 2020-21.
G.	Reading Attainment and parental support in reading at home
H.	Social and emotional needs leading to low self-belief in academic ability and lack of resilience for learning
I	Low cultural recognition of the value of education – impacting on attendance
J.	Access to wide range of social and cultural experiences
K.	Review of interventions to ensure greater rates of progress throughout KS2

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A.	Pupil attendance remains below that of their peers and is impacting on their attainment and progress. Late arrival to School means lost learning time, and access to reading intervention groups. Pupil attendance can be impacted due to families self-isolating, or anxiety during Covid 19.
B.	Lack of Parental support impacting on children's reading at home and practice of timetable facts. Lack of Parental support impacting on children's learning, if their child is unable to attend School due to Covid 19 reasons (self isolation, School Closures)
C.	Lack of financial support from families to enable them to access school uniform, clubs, trips and visits

3. Outcomes		
<p>As recommended by Education Endowment Foundation (EEF) Guide to Pupil Premium Spending (June 2019) the school has taken a Three Tiered approach to Pupil Premium spending. The three headings below enable us to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.</p> <p>Tier One Teaching Priority Teaching should be the top priority, including professional development, training and support for teachers, ensuring there is Quality First Teaching for all learners. These are outcomes A- G.</p> <p>Tier Two Targeted Support Ensure identified children have access to necessary catch up interventions, both academic and non-academic interventions. These are outlined in outcomes H.</p> <p>Tier Three Wider Strategies This outlines wider strategies including improving attendance, behaviour and social and emotional support.</p>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
Tier One Teaching Priority		
A	<p>Ensure all PPG children are re-integrated into School through the development of our Recovery Curriculum (PFSI 3.2.1)</p> <p>This will be monitored on Pupil Premium Target Sheets.</p>	All PPG children will have re-established and built positive relationships with peers and adults. They will be active engaged learners, as promoted by our School values and curriculum drivers. Children will recognise, name and acknowledge feelings, and consider ways to manage extreme emotions.
B	<p>Ensure consistent high-quality teaching and learning across the school (PFSI 1.1), with planning based on revised long-term plans that ensure gaps in knowledge, skills and concepts are addressed.(PFSI 1.1.2)</p>	All PPG children will make at least expected progress, across the curriculum, from March 2020 levels to July 2021.

	This will be measured by School monitoring, including lesson observations, book scrutiny, planning monitoring pupil discussions, learning walks, pupil voice.	
C	<p>Ensure all PPG children have access to remote learning, through home-learning packs, and support with electronic devices. Where possible, if whole School closure arrives, PPG to be offered a place at School.</p> <p>We are supporting some children by giving access to devices – 2 children were initially identified for a laptop to be delivered in the second full week of Lockdown and we have 35 other laptops to assign to children. Children who were identified as not accessing home learning received a call on 18.01.21 to offer support and provision to ensure they are accessing the home learning via either electronic or paper copies.</p> <p>Engagement in home learning will be monitored by fortnightly phone calls from class teachers, fortnightly phone calls from SLT and work uploaded to our online Platform Seesaw.</p>	All children will access home – learning and be receiving feedback from adults in School.
D	<p>Ensure children develop their vocabulary through role models at school, adult discussions, direct teaching of vocabulary, access to varied books, and access to cultural experiences.</p> <p>This will be measured through progress and attainment in Writing and Reading.</p>	<p>Pupils will be articulate and the development of the vocabulary will show in their work.</p> <p>Progress and attainment gap in writing and reading is reduced between PPG and non-PPG pupils by the end of KS 2.</p>
E	<p>To accelerate the progress of PPG children, so that there is no difference between the attainment of children eligible for PPG and non-PPG pupils, particularly in writing and mathematics by the end of Key Stage 2.</p> <p>This will be measured through attainment data, planning scrutiny, lesson observations and pupil progress meetings.</p>	<p>Progress and attainment gap in writing and mathematics is reduced between PPG and non-PPG pupils by the end of Key Stage 2.</p> <p>Children’s progress, through tracking 3 x a year will show more than the average 3 AIR point Progress on the Wiltshire Tracker.</p> <p>Attainment of non- SEN PPG pupils in line with national average of all pupils.</p>
F	<p>Provide high quality teaching that is consistently good or outstanding across the whole school, impacting on supporting and challenging disadvantaged learners. Planning is age appropriate, built on previous learning and is tailored to the needs of individual classes and children.</p>	<p>Provide high quality professional development and coaching to ensure all teachers are good or outstanding.</p> <p>Training of all staff to encourage children to become independent learners.</p> <p>Coaching and reflective practice to improve all staff practice.</p>

	Evidenced through planning scrutinies, work with subject leaders, and lesson observations.	Learning objectives in planning are appropriate, sequential and provide challenge for all learners.
G	To ensure that children with SEND and PPG make accelerated progress of 3 or more AIR points as they are able to access learning that meets individual needs using appropriate strategies. Measured by Pupil Progress meetings and data drop 3 x a year	Effective working relationship between SEND and PP lead so that target sheets, monitoring and support is shared, Targeted interventions are developed at appropriate level for the children.
Tier Two Targeted Support		
H	Provide high quality targeted intervention (as directed by class teachers and Pupil Premium Lead and identified children in Catch Up Programme for pupils eligible for the grant so that they achieve at least Expected in Reading, Mathematics and Writing at Key Stage 2 and make above expected progress. Interventions measured by entry and exit data point and assessed by SL and Pupil Premium Lead Termly.	Pupils are able to demonstrate progress in targeted outcomes. Evidence in their class work, the group records, formal assessments and spoken language. Teaching Assistants and Pupil Premium Teachers are able to talk confidently about the attainment and progress of the children they work with and communicate this effectively to class teachers. Accelerated AIR progress – especially for children in Year 4, 5 and 6 for Writing and Year 5 for Maths.
Tier Three Wider Support		
I	Ensure, where there is no need to self-isolate due to Covid 19, all PP children attend School (PFSI 2.1.2) so that learning opportunities are not missed Increase the rate of attendance for those eligible for the PPG so that their attendance is 97% Measured by Attendance Lead. Evidence – Attendance Certificates, Minutes of SAMs & LAAMs.	All families know the expectations for School Attendance and be supported to ensure reintegration so that attendance remains at 97% or above Reduce the % of Persistently Absent pupils who are eligible for the grant so that it matches other groups. Key families targeted. Breakfast club offered.
J	To improve the confidence and self-belief of those children eligible for PPG so they are ready to learn and respond positively to feedback. To ensure that all children feel emotionally supported, and that opportunities are given for children to reflect and talk about their feelings and situations, through provision of ELSA Support Measured by class teachers on Pupil Premium Target Sheets	Pupils have resilience and respond to marking enabling them to reflect on their own learning and make progress. Pupils can articulate their next steps and know how to improve Children show an increase in self-esteem and are calm and settled in class.

	<p>Monitored and measured by SEN lead coordinating ELSA work ELSA notes, pupil progress discussions and feedback sheets are positive.</p>	
<p>K</p>	<p>To provide a rich and varied curriculum with additional enrichment activities</p> <p>Measured by planning scrutiny pupil voice and parental feedback</p>	<p>Children have a broad and wide vocabulary and experiences. This will enable them to become more articulate and have experiences to write about.</p> <p>The rate of attendance increases, as children's engagement in school increases. Children have greater resilience and higher aspirations for their future.</p>

Planned expenditure

Academic Year 2020/21

The three headings below enable us to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

1) Tier One Teaching Priority - 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	Review
<p>Outcome A: Ensure all PPG children are re-integrated into School through the development of our Recovery Curriculum (PFSI 3.2.1)</p>	<p>Whole School Topic Term 1 Weeks 1 -3 Awakening The Magic of New Beginnings</p> <p>ELSA daily Lesson Week 1 – 3 ELSA Weekly Term 1</p> <p>Children with high anxieties due to the school closure have access to ELSA sessions in school.</p> <p>Re-establish whole School values of FAITH through Collective Worship, RE and PSHE and C Curriculum.</p> <p>Identify and Prioritise children need ELSA</p>	<p>Children have shown evidence of gaps in their Learning, as well as Lockdown having an impact on their Social and Emotional development. Carpenter and Carpenter (April 2020) identify 5 losses which could contribute to changes in pupils’ mental health with anxiety, trauma and bereavement playing contributing roles;</p> <ul style="list-style-type: none"> • loss of normal routine, • loss in structure of their day and week, • loss/change of friendships as they have been self-isolating, • loss, and perceived loss, of opportunities, and: • loss in freedom. <p>Children have been exposed to adults who are anxious and may not be acting in their normal way or maintaining the normal routines to which they are used. Some children will have experienced a change in the</p>	<p>Attendance figures Teacher feedback Lesson observation and work scrutiny Pupil Premium sheets completed</p>	<p>SEND AHT - Curriculum Lead</p> <p>Full time ELSA</p>	<p>Whole School Topic: Positive parental teacher and pupil feedback.</p> <p>ELSA: Term 1 and 2- ELSA Supported one PP child during the mornings and 6 children who were seen on a 1:1 basis were PP</p> <p>Positive parental and teacher feedback</p> <p>Re-establish School Values: Collective Worship Rota on School Value Tenacity Term 1, Harmonious Term 2</p> <p>Term 2. Reflection books being used to record and value Collective Worship</p> <p>PSHE and C books bought to support teaching Jigsaw Scheme</p>

	<p>Budget: ELSA Cost $\frac{1}{2}$ day £48 X 38 = £1,824</p> <p>AHT Cost 3 days per term £ 4, 500</p> <p>SL 1 day per term £1230</p> <p>RE course £210.00 Plus Supply cost £200 x 3 = £600</p>	<p>family situations, with death of family members and close friends, changes in parents / carers work situation and changes in the home environment/family set-up.</p>			<p>Staff meeting Term 1 PSHE and C - support staff teaching Jigsaw Scheme</p> <p>Staff meeting Term 2 RE support staff planning for Term 3</p> <p>Development Reflection Areas in classroom and around the School.</p> <p>SL training for RE Term 2</p>
<p>Outcome B Ensure consistent high-quality teaching and learning across the school (PFSI 1.1), with planning based on revised long-term plans that ensure gaps in knowledge, skills and concepts are addressed.(PFSI 1.1.2)</p>	<p>Review Long Term Planning across the curriculum to ensure breadth and coverage; each numerical term foundation planning for foundation subjects is written with clear DLO's linked to milestones.</p> <p>Subject Leaders review Long Term Plans to identify non-negotiable key concepts, knowledge and skills that have been missed. Subject Leaders identify the skills that must be taught.</p>	<p>The EEF Guide to Pupil Premium Spending(June 2019) says Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. Ensure access to high-quality texts/whole-class teaching. Ensure access to vocabulary is targeted using whole-school assemblies</p>	<p>Long Term Plans for all subjects reviewed in 2020.</p> <p>Lesson observation, pupil discussions and work scrutiny</p> <p>Monitoring of PPG attainment and progress.</p> <p>All PPG children will make at least expected progress, across the curriculum, from March 2020 levels to July 2021.</p>	<p>Teachers SL AHT</p>	<p>Term 1 Term 1 23.09.2020 Staff meeting share process of updating LTP.</p> <p>Term 1 Subject Leader Release Timetable so all foundation subject leaders can revise LTP.</p> <p>Term 1 SL $\frac{1}{2}$ release time English and Maths</p> <p>All Teachers identify gaps in Writing Reading and Maths to be addressed in Term 2.</p>

	<p>Subject Leaders identify deeper concepts that pupils should learn time permitting.</p> <p>Budget: In SL costing below</p>				
<p>Outcome C Ensure all PPG children have access to remote learning, through home-learning packs, and support with electronic devices. Where appropriate, if whole School closure arrives, PPG to be offered a place at School.</p>	<p>AHTs develop procedures to support Home Learning for individuals, entire Bubbles and Whole School to access.</p> <p>Tech B to ensure School hardware and software is capable</p> <p>Finance Officer to investigate ways to support more children with electronic devices. 2019-2020 DFE provided 2 laptops to the School</p> <p>Budget: AHT time 1 day £240</p> <p>Tech B £989 Finance</p>	<p>Home Learning packs are essential in supporting PP families. Out of the 31 PPG children learning at home in Term 6, 6 were using SeeSaw regularly. Home Learning packs were collected or delivered to, the other families.</p> <p>As our remote learning develops –with more online teaching (recorded or live lessons) access to technology will be essential in ensuring that PPG children have the same opportunities as others.</p>	<p>Engagement in home learning will be monitored by fortnightly phone calls from class teacher, fortnightly phone calls from SLT and work uploaded to our online Platform Seesaw.</p>	<p>AHT SENDCO Class teachers</p>	<p>Remote Learning Policy agreed by Governors and Teachers October 2020</p>

<p>Outcome D Ensure children have access to rich and wide vocabulary through role models at school, adult discussions, direct teaching of vocabulary, access to varied books, and access to cultural experiences</p>	<p>Each PPG child will receive a book per term.</p> <p>Quality First Teaching for Whole class Guided Reading</p> <p>Budget: Books £330 per term £1,980</p>	<p>EEF shows collaborative learning benefits pupils receiving PPG. Historical school evidence has shown this approach to be successful</p> <p>EEF shows that on average, direct teaching of reading comprehension skills can deliver an additional six months' progress for all PPG children</p>	<p>Subject leader to monitor lesson observations to ensure lower achieving pupils are supported to talk and articulate their thinking in collaborative tasks to ensure they benefit fully.</p>		<p>Term 1 all children received a book Term 2 all children received the class reader book</p>
<p>Outcome E To accelerate the progress of PPG children, so that there is no difference between the attainment of children eligible for PPG and non-PPG pupils overview.</p>	<p>Time allocated for teachers to create provision maps, Personalised learning Plans, and pupil portfolios to target support provided to pupils receiving PPG.</p> <p>Budget £ 1600 Day each plus ½ YGL 8 days supply cost</p> <p>Pupil Progress meetings led by Assistant Head, Pupil Progress Lead and SENCO to monitor progress and</p>	<p>Data shows a difference between the attainments of disadvantaged pupils compared to those in other groups, especially at the end of KS2 for mathematics and writing.</p> <p>Raising awareness of these pupils allows for better provision to be planned implemented and monitored</p>	<p>Progress and attainment gap in writing and mathematics is reduced between PPG and non-PPG pupils by the end of KS 2.</p> <p>Children's progress, through tracking 3 x a (should it be 6 for pp?) year will show more than the average 3 AIR point Progress on the Wiltshire Tracker.</p> <p>Attainment of non- SEN PPG pupils in line with national average of all pupils.</p>	<p>Pupil Premium Lead and Assistant Head</p>	

	<p>effectiveness of interventions.</p> <p>Regular review meetings with PP Teachers and class teachers to discuss impact of provision on identified pupils</p> <p>Budget £ 1600 Day each plus ½ YGL 8 days supply cost</p>				
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Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
<p>Outcome E To accelerate the progress of PPG children, so that there is no difference between the attainment of children eligible for PPG and non-PPG pupils in mathematics by the end of Key Stage 2.</p>	<p>Review Long Term Maths to identify non-negotiable key concepts, knowledge and skills that have been missed. Subject Leaders identify the skills that must be taught.</p> <p>Use of WRH guidance and Long-Term Plans which highlighting key areas of recap and focus.</p>	<p>From September Baseline Assessments, it is evident that some maths content has been missed, leading to gaps in learning and stalled sequencing of journeys. Recall of basic skills has suffered – children are not able to recall addition/ subtraction facts, times tables and have forgotten once taught calculation strategies. This is reflected in formative assessments.</p>	<p>Weekly WALT and DLO displayed on working wall.</p> <p>Lesson observations, learning walks and pupil voice show children know what they are learning and their next steps.</p> <p>Book Scrutiny demonstrate clear progression of DLOs.</p>	<p>Subject leader</p>	

	Budget: £1230				
	Use of B squared assessment to monitor attainment Budget Admin charge £400.00	Clear assessment procedures will ensure teaching is directed at specific gaps in knowledge and that interventions and support can be put in place quickly.	Subject leaders will ensure that the B squared grids are being used consistently Staff meetings, moderation and YGL planning will ensure they are being used consistently. Book scrutiny will show next steps are in line with B squared assessment and moderate the appropriateness of Next Steps.	Assessment coordinator, Pupil Premium Lead Subject Leaders	
	Investment in Mathletics and TTRS for all children. Budget Mathletics £ 1, 254 TTRS £ 131	Historical School success of Mathletics Children can access programmes at home and this can improve parental engagement	Monitoring of usage by class teachers. Shared expertise in how to best utilise this resource. Parental feedback sought through questionnaires.	Maths Subject Leaders	
	High quality Internal and External CPD, prioritised, as per school improvement plan, for teachers and teaching assistants to further improve quality of teaching and learning.	There is significant evidence to suggest that high quality teaching has a disproportionately positive impact on PPG pupils	Staff who attend course feedback at a staff meeting. All courses feedback to SLT for discussion.	Head teacher	

	<p>Supply for External CPD, Cover for Internal CPD</p> <p>Budget £ 4,000 WRH training TA Maths Subject Leader</p>				
	<p>Use of WRH to support children's reasoning and GD.</p> <p>All children access to Greater Depth Resources.</p> <p>Use of WRH will be used to support remote homelearning</p> <p>Budget WRH £139</p>	<p>EEF research (Feb 2015) shows mastery approach benefits all learners and although more research is taking place initial findings have shown progress for all children. It found that, on average, pupils in classes where the approach was used made one additional month's progress compared to similar classes that did not. There is significant evidence to suggest that high quality teaching has a disproportionately positive impact on PPG pupils</p>	<p>SL monitoring subject through book scrutiny, lesson observations and data trawl.</p> <p>Subject leader monitor timetable to ensure that it happens regularly</p>	<p>Pupil Premium Lead Assistant Head</p> <p>Subject leader Head teacher</p>	
<p>Outcome E To accelerate the progress of PPG children, so that there is no difference between the attainment of children eligible for PPG and non-PPG pupils in reading by the end of Key Stage 2.</p>	<p>Timetabled daily session for teachers to read to pupils so all children can access high quality texts.</p>	<p>Children can have access to challenging text and enjoyment of reading improves. All children have access to a high- quality text from start to finish and as a result have enjoyment for reading improves.</p>	<p>Monitoring of timetabled sessions by Reading SL and SLT.</p>	<p>Subject leader Pupil premium Lead</p>	<p>High Quality Books chosen with support from SL. Year 3 (Mr Penguin and the Lost Treasure, Stone Age Tales The Lion The Witch and the Wardrobe) Year 4 (Podkin One Ear, Firemaker's Daughter Charlottes Web) Year 5 (The Switch, Survival</p>

					The Jamie Drake Equation) Year 6 (Holes, Cogheart Boy in The Back of the Classroom)
	Whole class guided reading	EEF shows collaborative learning benefits pupils receiving PPG. Historical school evidence has shown this approach to be successful EEF shows that on average, direct teaching of reading comprehension skills can deliver an additional six months' progress for all PPG children	Subject leader to monitor lesson observations to ensure lower achieving pupils are supported to talk and articulate their thinking in collaborative tasks to ensure they benefit fully.		.
	Improve fluency of reading through EMR intervention ½ Hour x 5 mornings x 4 TAs £152.40 per week – £5,790	Historical evidence of successful intervention at HJS Small group work and fluency practice has positive impact across the curriculum	Monitor of reading ages and attendance of intervention	SENCO	10 Children

Desired Outcome Continued	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
<p>Outcome E To accelerate the progress of PPG children, so that there is no difference between the attainment of children eligible for PPG and non-PPG pupils in Writing by the end of Key Stage 2.</p>	<p>Writing DLOs informed by Progression Maps/Medium Term planning and show discrete skills being taught across a unit.</p> <p>Clear DLOs in Literacy planning show units are planned clearly and sequentially</p>	<p>Quality First Teaching benefits all children</p>	<p>Weekly WALT and DLO displayed on working wall.</p> <p>Lesson observations, learning walks and pupil voice show children know what they are learning and their next steps.</p> <p>Book Scrutiny demonstrate clear progression of DLOs.</p>	<p>Subject Leader and AHT</p>	<p>Reading and Writing Progression Map shared. 07.10.2020</p>
	<p>Improve children's ability in spellings : spellings sent home weekly including vocabulary to develop rich and deeper use of the English language.</p> <p>Budget: Subscription £152 Cost of books £1,575</p>	<p>Accessed at home and school Broadens vocabulary, particularly of words with taught rules and patterns</p> <p>EEF Key Stage 2 Literacy Guide says Spelling should be explicitly taught and diagnostic assessment should be used to focus effort on the spellings that pupils are finding difficult.</p>	<p>Monitor of spelling scores and spelling ages of pupils receiving PPG compared to Non PPG children</p>	<p>Subject Leader and AHT</p>	

	<p>Improve children's handwriting</p> <p>Budget: Cost of Letter Join £523</p>	<p>From September Baseline assessments it is evident that children have lost essential skills of handwriting, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p> <p>EEF Key Stage 2 Literacy Guide says A fluent writing style supports composition because pupils' cognitive resources are freed from focusing on handwriting and can be redirected towards writing composition</p>			
	<p>Use of B squared assessment ladders to inform planning and ensure learning objectives are specific and measurable.</p> <p>Display of B Squared assessment framework ladders.</p>	<p>Children taught key skills are taught in each year group with clear progression between years.</p> <p>Children have ownership of their learning – and can explain their self-assessment judgement – bolstered by pupil conferencing.</p>	<p>Support Teachers with planning Monitor planning and learning objectives</p> <p>Erection of additional display boards outside classrooms.</p> <p>Provision of non-contact time to implement demonstration of pupil conferencing and use of assessment boards.</p>	Subject leader	.

	<p>Improve impact of English Subject Leaders</p> <p>Budget £ 3,800 Supply cost time £100 x 38</p>	<p>This approach is recognised as an effective way of enabling PP grant to impact positively on all pupils across the curriculum, so that PP children have a broader range of experiences developing cultural capital and a love of learning.</p>	<p>Ensure subject leaders are confident in monitoring subjects through book scrutiny, lesson observations and data trawl.</p>	<p>Subject leader Assistant head</p>	
<p>Outcome F Provide high quality teaching that is consistently good or better across the whole school, impacting on supporting and challenging disadvantaged learners. Planning is age expectation appropriate, built on previous learning and is tailored to the needs of individual</p>	<p>High Quality CPD and use of Coaching programme and lesson studies.</p> <p>Budget £5000</p>	<p>Evidence suggest coaching techniques raise standards in teaching. Feedback from last academic year was positive.</p> <p>Particular focus on some coaching sessions will include the teaching of writing and mathematics.</p>	<p>All staff have high expectations of children. Training of all staff to encourage children to become independent learners. Coaching and reflective practice to improve all staff practice. Learning objectives in planning are appropriate, sequential and provide challenge for all learners.</p>	<p>Timetabled sessions led by AHT and fed back to HT</p>	

<p>classes and children.</p>					
<p>Outcome G To ensure that children with SEND and PPG make accelerated progress of 3 or more AIR points as they are able to access learning that meets individual needs using appropriate strategies.</p> <p>Measured by Pupil Progress meetings and data drop Termly or 3 x a year.</p>	<p>Target sheets, monitoring and support is shared, Targeted interventions are developed at appropriate level for the children.</p> <p>Budget ongoing costs centre SEN</p>		<p>Effective working relationship between SEND and PP lead</p>	<p>SEND and AHT</p>	<p>Tier One £38767.00</p>

ii) Tier Two Targeted Support					
Desired Outcome A Continued	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
<p>Outcome H: Provide high quality targeted intervention (as directed by class teachers and Pupil Premium Lead and identified children in Catch Up Programme) for pupils eligible for the grant so that they achieve at least Expected in Reading, Mathematics and Writing at Key Stage 2 and make above expected progress.</p> <p>Interventions measured by entry and exit data point and assessed by SL and Pupil Premium Lead Termly.</p>	<p>Behaviour Support and alternative provision provided for identified children</p> <p>Budget: Costs met in school in ongoing cost centres.</p>	<p>Children who need additional support are identified, and their educational provision is based on their needs.</p>		<p>Inclusion Lead SEND work with County Advisors</p>	<p>Number children GUL- ? / 4PP</p> <p>Number children Music Therapy - 1</p> <p>Number children Art Therapy – accessed via the Family Counselling Trust - 1</p>
	<p>Identify and Prioritise children need ELSA</p> <p>Budget: ELSA Costs met in school in ongoing cost centres – EHCP funding</p>	<p>Children with high anxieties due to the school closure have access to ELSA sessions in school. Inclusion</p>		<p>Lead Full time ELSA</p>	<p>Number children ELSA Term 1 – 8 1:1 slot with up to /10 PP children seen for 'check-ins'</p> <p>Number children ELSA Term 2- 8 1:1 slot with up to 10 children seen for 'check-ins'</p>
	<p>Reading Fluency Targeted intervention in the form of Early Morning Reading sessions formulated around outcomes of Reading Tests at the start of Term 1.</p> <p>TA targeted support for children 1.1.</p>	<p>EEF research suggests the impact of high quality and immediate feedback. Historical school evidence shows this has a good impact on raising reading age.</p>	<p>Ensure appropriate provision of teaching assistants to deliver intervention.</p> <p>Internal testing and measuring of progress over time.</p>	<p>SEN coordinator</p> <p>AL SLs Pupil premium Lead</p> <p>Class</p>	.

	<p>Reading Comprehension Experienced Teacher to run retrieval Group – x 2 a week Year 6 an Year 5 Cost Catch up Programme</p>		Children will be able to retrieve information from a text, and their NFER standardised scores will improve in T4 Week 3, so that		
	<p>Reading Comprehension Experienced Teacher and Tutor to run retrieval Group – x 2 a week a week Year 3 and 4 Term 5 and 6 Cost Catch up</p>				
	<p>Maths Children in Year 6 and 5 will have additional daily booster sessions for half hour daily from Term 3 and 4. This will be taught by an experienced Supply Teacher</p> <p>Children in Year 4 will have additional booster sessions x 3 a week in Term 3 and 4</p> <p>Children in Year 3 and 4 will have additional booster sessions x 3 in Term 5 and 6</p>				

	<p>Maths Small group sessions in all year groups to boost number facts and number recall</p>	<p>EEF research suggests the benefits of small group work Teachers can put in timely interventions to plug gaps quickly.</p>	<p>Ensure appropriate provision of teaching assistants to deliver intervention and support class teacher. Internal testing and measuring of progress</p>		
	<p>Maths Back on Track Math Year 3 and 4 Budget £1,500</p>	<p>Successful School approach 2018-2019 teacher used evidence to give children the support and tailor individual gaps.</p>	<p>Monitor progress in Maths Ages</p>	<p>AF and JS</p>	
	<p>Thrive to support children who have experienced emotional difficulties, enabling them to feel valued, involved, and engaged. Budget £2,450 10 half days £1010</p>	<p>Pupil resilience identified as barrier to learner in progress reviews. Eff Toolkit shows that effective behaviour improves pupil progress by up to 8 months Increase in children experience emotional difficulties, that need supporting in a structure and targeted way, beyond ELSA provision.</p>		<p>SENCO and ELSA</p>	
	<p>Year 6 Booster Groups Employ a teacher to deliver high quality booster group in Year 6 reading, and address specific gaps for PPG. Budget £ 100 x2 = 200 x 12 = £2,400</p>	<p>Successful School approach 2018-2019 teacher used evidence to give children the support and tailor individual gaps.</p>	<p>Monitor teachers planning, and meetings with teacher to discuss progress.</p>		

		Opportunity to break down barriers and opportunities to support parents			
Outcome J : To improve the confidence and self-belief of those children eligible for PPG so they are ready to learn and respond positively to feedback.	Whole school focus on School Values – FAITH Whole school focus on effective marking and feedback. CPD quality feedback and coaching Budget Ongoing costs in School	Pupil resilience identified as barrier to learner in progress reviews. To ensure that all children feel emotionally supported, and that opportunities are given for children to reflect and talk about their feelings and situations, through provision of ELSA Support Eff Toolkit shows that effective behaviour improves pupil progress by up to 8 months EFF quality feedback is the most effective aspect to improve progress.	Use of collective worship, whole School ELSA curriculum time, PSHE and displays to show importance of growth mind-set. Book scrutiny focus on PPG children and response to marking. TA to support PPG children in responding to marking,	Head teacher RE leader Class teachers Subject leaders	
	Outcome K: To provide a rich and varied curriculum with additional enrichment activities Sports participation	Increase the opportunity for pupils to attend residential adventurous activity courses - Outdoor Education provision for Year 5 and 6 pupils Budget £3,500	Case-studies show that for disadvantaged pupils, greater gains are made in academic learning when they are faced with new challenges in adventurous settings. The school applies such learning to the school environment, e.g. developing growth mind-sets which improves co-constructed learning and outcomes.	Monitored by PPG Lead	SLT
	To ensure that all children are able to attend trips, swimming and other educational visits by subsidising these	This universal benefit is planned to reflect the falling income for vulnerable families.	Take up of this subsidy will be monitored by the Finance Officer and Finance Committee.		

	Budget Cost £2,000 To ensure that all children are able to attend the residential visits by subsidising these	EFF toolkits reports benefit of outdoor adventure learning with, pupils who participate in adventure learning interventions make approximately four additional months' progress	Take up of this subsidy will be monitored by the Finance Officer and Finance Committee.		
Total budgeted cost					Tier Three Budget: £9750.00
				Budget	£63213.00