

Mengham Infant pupil premium strategy 2020-21

1. Summary information					
School	Mengham Infant School				
Academic Year	2020-21	Total PP budget	£57,040	Date of most recent PP Review	Sep 20
Total number of pupils	170	Number of pupils eligible for PP	49	Date for next internal review of this strategy	Jan 21

2. Current attainment					
	In school: pupils eligible for PP			National 'all' figures - 2019	
	Year R	Year 1	Year 2	End of EYFS	End of Year 2
% on track for ARE / expected and above in reading	45% (73%)	33%	20%	76.9%	74.9%
% on track for GDS / exceeding in reading	18% (18%)	0%	15%		25.0%
% on track for ARE / expected and above in writing	45% (73%)	22%	35%	73.7%	69.3%
% on track for GDS / exceeding in writing	18% (18%)	0%	5%		14.8%
% on track for ARE / expected and above in maths	73% (82%)	39%	55%	79.8%	75.7%
% on track for GDS / exceeding in maths	18% (18%)	0%	10%		21.8%
% on track for a good level of development (GLD)	18% (36%)	n/a	n/a	71.8%	n/a

There are two Year R figures given for the percentage of children on track to reach an expected level of development. The first is based on the percentage of children assessed at the baseline as working at or above 40-60 months. The second also includes those assessed at as working securely at 30-50 months and who could reach the expected standard at the end of the year with accelerated progress.

3. 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.	A higher proportion of children eligible for PP have special educational needs or disabilities (SEND) than their peers. 10 out of 49 (20.4%) of PP children have SEND compared to 5 out of 121 (4.1%) of non-PP children. Also, a higher proportion of children eligible for PP lack vital skills / understanding in reading, writing and maths even though they do not have SEND (see table above). This makes it hard for all these children to access learning objectives at age-related expectations (ARE).
B.	Some children eligible for PP have poor inter- and intra-personal skills. This is a problem in itself, as this lack of skills affects children's emotional wellbeing, and it also prevents children learning effectively within school.
C.	Some children eligible for PP have poor language skills. They do not have as wide a vocabulary as the average child of their age, particularly with regards to subject-specific vocabulary. This prevents them from understanding new concepts, or the explanations of concepts, and hinders them from fully joining in discussions.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

D.	Some children eligible for PP have parents or carers who do not fully engage with the school or support their children's learning at home. This is particularly noticeable in reading, and means that these children do not embed and master skills (especially reading skills) as quickly as their peers.
E.	Outside of school, some children eligible for PP do not take part in activities such as clubs, trips out etc. This limits their inspiration for learning, their personal development and their wider understanding of the world.
F.	The attendance rate for pupils eligible for PP is still slightly below the rate for their non PP peers (95.41% versus 96.98% respectively for 2019-20 academic year- Sept to March). The level of persistent absence for PP children is lower than their peers (2.3% versus 2.8% with school's overall persistent absence at 3.53% overall from Sept-March 19/20) but historically it has been significantly higher, and thus there is a risk of this reoccurring. Lower attendance rates reduces their school hours and causes them to fall behind.
G.	A higher proportion of children eligible for PP come from households that require significant support from external services such as Children's Services. This effects of this are different for different children, but include (for example) children being hungry at the start of the school day and children being upset by incidents that have happened at home.

4. Desired outcomes

	<i>Desired outcomes</i>	<i>Success criteria</i>																																					
A.	<p>A greater proportion of PP children meet ARE / GDS standards in KS1 and the expected / exceeding standards in Early Years, so that we diminish or eliminate the difference between this and the 'national other' figure.</p> <p>Children eligible for PP who have SEND and who are working significantly below ARE show clear progress against starting points and they are given good opportunities to meet challenging, personalised targets.</p>	<p>The targets for the current PP cohorts are:</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Year 2</td> <td>ARE+</td> <td>45%</td> <td>45%</td> <td>60%</td> </tr> <tr> <td>GDS</td> <td>15%</td> <td>10%</td> <td>10%</td> </tr> <tr> <td rowspan="2">Year 1</td> <td>ARE+</td> <td>39%</td> <td>33%</td> <td>56%</td> </tr> <tr> <td>GDS</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td rowspan="2">Year R</td> <td>ARE+</td> <td>61%</td> <td>61%</td> <td>73%</td> </tr> <tr> <td>GDS</td> <td>18%</td> <td>18%</td> <td>18%</td> </tr> <tr> <td colspan="5">% of PP children to achieve a good level of development: 45%</td> </tr> </tbody> </table>			Reading	Writing	Maths	Year 2	ARE+	45%	45%	60%	GDS	15%	10%	10%	Year 1	ARE+	39%	33%	56%	GDS	0%	0%	0%	Year R	ARE+	61%	61%	73%	GDS	18%	18%	18%	% of PP children to achieve a good level of development: 45%				
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B.	Children eligible for PP develop improved inter- and intra-personal skills.	Targeted PP children have improved Boxall / Thrive profile scores in areas identified for development. All PP children receive, on average, as many behaviour awards in school as their peers.																																					
C.	Children eligible for PP develop a wider vocabulary (especially with regards to academic language) and wider oral language skills, to bring them in line with their peers.	Staff are aware of PP children with poor oral language skills, and their next steps for improvement. Targeted PP children have improved language link scores. Child conferences provide evidence of PP children confidently using a wide range of technical vocabulary, at an ARE standard. Lesson observations provide evidence of PP children fully engaging in class, small group and pair discussions.																																					
D.	Families of all children eligible for PP are continually encouraged to take up a wide range of opportunities to engage with school. The school encourages and supports these families to help their child learn at home. School provides extra help and motivation for PP children if families do not do so at home.	Parental engagement trackers, Tapestry use, and Marvellous Me use, show increased levels of participation from parents/carers of PP children, so they are in line with the parents of non-PP children. Parental engagement with Reading bookmarks show that PP children are read with on a 1:1 basis as frequently as their peers, either by parents/carers at home or through extra opportunities in school.																																					
E.	Children eligible for PP have similar opportunities for enhanced learning activities across curriculum as their peers and are inspired to participate, improve and excel.	At least 50% of pupil premium children attend some form of extra-curricular provision. When interviewed, these children report that it is enjoyable and/or has helped them develop a skill/interest.																																					
F.	Children eligible for PP have increased attendance rates.	Improve the overall PP attendance (for academic year 2020-21) to at least 96.9% (in line with their non-PP peers) by end of July 2021. Ensure that the percentage of persistent absentees among pupils eligible for PP remains less than 6% (in line with national average non-PP pupils).																																					

G.	Families of children eligible for PP who need support from external agencies are signposted to this support quickly, and school plays a proactive role in being a part of this a support so that it is effective and the effects of the difficulties at home are mitigated.	CPOMs shows concerns about children are followed up quickly and appropriately, with school being proactive in finding and offering sources of support. Internal monitoring documents show that families are being offered support and that where there are requirements from external agencies' plans, school is fully involved in meeting these.
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5. Planned expenditure

Academic year

2020-21

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

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	Date to review implementation?
A. A greater proportion of PP children meet ARE / GDS standards in KS1 and the expected / exceeding standards in Early Years	Particularly within foundation subjects, we will ensure all learning journeys will have a clear progression that ensures all children have the opportunity to learn key skills, practise and then apply them within a context.	Teachers and pupils need to have a clear understanding of their overall goal for each medium-term unit of learning and how each day's learning within the unit is related. This allows learning to build on previous learning and promotes consistent progress.	There will be half termly PDMs to ensure that staff have time to work collaboratively to develop inspirational units of learning. PDMs will focus on discussion of recent research and effective pedagogy so that this can be put into practise in these units of learning. Subject leaders and SLT will provide 1:1 feedback and coaching to staff following monitoring of units of learning.	DHT, subject leaders	SLT / subject leaders monitor learning journeys in all subjects half termly and address steps for improvement. Subject leaders report PP children's attainment to governors.
	We will develop enticing real life hooks and outcomes to units of work across school.	Children learn most effectively when they place new learning into the context of their existing knowledge, and specifically meaningful social contexts, as argued by Lev Vygotsky in his theory of child learning and development.	The community links we have been developing will be embedded into the curriculum and promoted as much as possible given COVID restrictions. The community links leader will continue to liaise with relevant bodies to allow children to access these experiences and ensure that there is a clear plan for how these are well used in our curriculum. A budget will be allocated to wider curriculum entitlement to ensure that school is enhancing learning experiences which build cultural capital. COST: Additional teacher in KS1 1.5 days a week to support wider curriculum. Part cost = £6,216	DHT, community links leader	Community links overview reviewed in Nov 20 and July 21. Individual unit assessments record impact of trips / experiences on an ongoing basis.

<p>Within lessons teachers will effectively assess children's learning in order to adjust their teaching and provide children with feedback that moves learning on.</p>	<p>The Educational Endowment Foundation toolkit suggests that high-quality feedback has a very high impact for very low cost. It has effects on all types of learning across all age groups. Accurate, specific feedback develops pupils' understanding of their learning needs and allows them to take ownership of their learning.</p>	<p>PDMs develop teachers' use of effective (especially time-effective) AfL, particularly through the children's points of view and their understanding of how to move their learning on.</p> <p>Foundation subject assessment trackers that had started to be trialled last year will be embedded and amended if necessary. SLT and subject leaders monitor learning journeys in all subjects and address steps for improvement.</p> <p>SLT has shared clear expectations of the types of evidence that will be required in order to monitor effective learning in all subjects.</p> <p>Targets for intervention groups are SMART, linked to IEPs where appropriate and closely monitored through data-drops and pupil progress meetings.</p> <p>TA training sessions for this academic year are focussed around effective use of AfL in interventions and lessons.</p>	<p>DHT</p>	<p>Feedback reviewed during lesson observations as part of performance management cycles – termly.</p> <p>Workbook/tapestry scrutiny to check evidence of feedback and its impact – termly.</p>
<p>Ensure the procedures outlined in our SIP for SEND children are followed consistently across the school, including:</p> <ul style="list-style-type: none"> ● formal identification of SEND ● effective target setting with and for SEND children ● precise tracking of progress ● parent partnership working 	<p>DfE research * indicated that effective SEND provision has to be driven from by leaders throughout the school, but particularly senior leaders. It also found that support has to be carefully tailored to individuals, in collaboration with families, with robust systems for assessing and reviewing.</p> <p><i>* SEN support: research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges</i></p>	<p>INSET days – whole school training on effective provision for SEND children</p> <p>PDMs follow up this work with teachers. Subject Leaders have a clear vision for what learning should look like in their subjects and up-skill other staff, especially with regards to SEND children.</p> <p>SEND children's progress monitored on individual basis in pupil progress meetings. Quality of provision to be monitored by SENDCO as part of SIP.</p> <p>COST: SENDCO time for 1 day per week. Part cost = £3,510</p>	<p>SENDCO</p>	<p>Pupil progress meetings 3 times per year. Evidence in planning / books reviewed by SENDCO termly.</p> <p>SEND governor to audit procedures and processes annually.</p>

	Units of learning, particularly in English and Maths, will focus on ensuring that children who are close to ARE are given sufficient opportunities to consolidate their understanding before moving on to new units.	It is more effective for children to 'keep up' rather than 'catch up'. The skills we teach in our units of learning build sequentially and so it is essential that children have mastered prior skills before moving on. In maths, the NCETM and White Rose mastery curriculums are built upon research which shows that progress for the large majority of children is most likely to be assured by devoting a significant amount of time to broadening, deepening and consolidating children's understanding.	English and maths subject leaders support staff in planning units of work, and monitor the impact of these through planning and work scrutiny. Subject leaders and SLT will provide 1:1 feedback and coaching to staff following monitoring of units of learning.	English and Maths leaders	Planning and work scrutiny conducted termly. Pupil progress meetings 3 times per year.
B. Children eligible for PP develop improved inter- and intra-personal skills.	Children's inter- and intra-personal skills assessed each half term. Tailored interventions planned and delivered for children who are struggling with specific skills. As a school, we will explicitly teach the concept of mental health and strategies for maintaining good mental health. The various initiatives and sources of guidance will all be integrated within and alongside PSHE so children experience its delivery as a coherent, progressive curriculum.	The school follows the PSHE association's guidelines and planning which is a reliable, evidence-based source of information. We have a detailed PSHE curriculum with a skills progression from year R to year 2. We need to ensure that children are supported to make progress against this curriculum, and that children who are struggling are supported to catch up as soon as possible. All children will be taught <i>Trickbox</i> , which is a scheme that has been tried and tested in schools across the south coast. When possible (COVID-allowing) the <i>Calm Spaces</i> initiative which we began last year will be relaunched. This initiative has been previously trialled in other schools, and last year in our school it showed significant impact so it will be important to embed it for the long-term.	The PSHE leader will monitor PSHE assessments to ensure staff are identifying individual children's needs on an ongoing basis. Evidence of interventions will be provided through Tapestry observations, which will also be monitored by the PSHE leader. DHT will lead training of all lunchtime staff in how to support children with difficulties and develop children's inter- and intra-personal skills. COST: Trick box parent training. Cost = £768 COST: Resources for calm spaces. Cost = £500 COST: Resources for playgrounds. Part cost = £500	PSHE leader, DHT	PSHE assessments and interventions checked termly. Lunchtime observations every half term. Trickbox and Calm Spaces will be evaluated through child conferencing termly.
C. Children eligible for PP develop a wider vocabulary (especially with regards to academic language) and wider oral language skills, to bring them in line with their peers.	Specific vocabulary and sentence stems are a clear LO for children in all subjects' units of work. Staff and children recognise that understanding this vocabulary is a core part of learning. Subject progression documents developed to show a progression of vocabulary.	EEF research has found that quality first teaching is the most powerful way of helping disadvantaged children to make progress, and so if we want to develop children's vocabulary this needs to be at the forefront of what our first wave teaching is focussing upon. Developing vocabulary expectations within each subject will also allow us to develop very specific guidelines and vocabulary progression for all staff.	Subject leaders lead the development of children's vocabulary in each of their subject areas and are given release time in order to lead their subject most effectively. Planning proformas for learning journeys have explicit focus on key vocab, sentence stems. Scrutiny of lessons/planning looks at how well language progression is planned for, taught and learned. COST: Subject leader release time to ensure all staff are ensuring appropriate provision in their subjects. Cost = £9,180	Subject leaders, DHT	Subject leaders assess impact within their own subjects, then feedback to governors across the year 2020-21.

	Total budgeted cost £20,674
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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?
A. A greater proportion of PP children meet ARE / GDS standards in KS1 and the expected / exceeding standards in Early Years	TAs, volunteer adult readers and the Therapy Dog provide extra 1:1 reading opportunities for children who are struggling.	1:1 reading is a very effective intervention, but it takes a lot of time and so teachers would find it difficult to provide this for all the children who really need it. TAs, volunteers and the Therapy Dog allow give us the capacity to provide this intervention. They also give the children another role-model of an adult who values reading, and (especially in the case of the Therapy Dog) a non-judgemental listener for children whose self-confidence is low.	The English leader oversees reading and phonics training for volunteer readers. The impact of reading interventions, including extra 1:1 reading, is monitored and reviewed as part of pupil progress meetings. The DHT will lead TA training sessions on how to precisely identify children's reading gaps, focus future teaching on these, and adjust intervention provision in light of AfL. COST: TA time for afternoon interventions. Part cost = £6,465	English leader	Children's progress reviewed during termly pupil progress meetings - termly. HT/DHT to review intervention records termly.
B. Children eligible for PP develop improved inter- and intra-personal skills.	Provide social skills and friendship groups as well as 1:1 emotional literacy support. Provide 1:1 Thrive support.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective. The ELSA also works supporting families, which the EEF Toolkit recommends to increase effect size. There will be a 1:1 daily Thrive program in place to support children who struggle with emotional regulation as a barrier to their learning. <i>THRIVE</i> has been developed by the primary behaviour support service who can vouch for its effectiveness, and training is run through them. Extra staff will be employed over lunchtimes to support those who need additional support with this period of the day.	We ensure good communication within the school so that the correct children are identified quickly and their needs are assessed correctly. We measure improvements in behaviour precisely and also monitor whether improvements in behaviour translate into improved attainment. SLT will support all staff working in 1:1 / small group roles to identify needs and design appropriate learning activities. In addition, our ELSA will be supported through ELSA supervision and trained Thrive practitioners from PBS will support our staff in school implementing these interventions. COST: Staffing costs for ELSA role, related training and supervision. Part cost = £8,000 COST: Staffing costs for 1:1 Thrive role. Cost = £10,111	ELSA	Boxall / Thrive profile scores completed after each period of intervention. Analyses of these completed termly. THRIVE interventions will be evaluated against personalised targets half termly.

	<p>The 'child leader' roles that were introduced last year will be relaunched, allowing children to feel ownership over areas of school life, experience responsibility and develop the skills appropriate to the role.</p>	<p>These roles will allow children to build relationships with other children and staff across the school, as well as promote a sense of pride and responsibility.</p>	<p>The range of roles will be carefully designed to meet the needs of PP children throughout the school, and some children will be allocated specifically to certain roles depending on their needs. Each role will have a member of staff overseeing its implementation.</p> <p>COST: Resources to support roles. Cost = £100</p>	HT	Children conferencing termly.
	<p>School has successfully bid, as part of the Hayling Island schools cluster, for a dedicated mental health support worker. This worker now needs to be effective within the role.</p>	<p>The school knows many of the children's wider families well, and having considered those children who struggle with inter- and intra-personal skills, it is apparent that mental health difficulties are multi-generational issues within the wider family. Helping to resolve those wider issues within families will directly and indirectly benefit PP children within the school.</p>	<p>The application for the mental health support worker requires a detailed analysis of the proposed benefits of having been assigned them. Our school will work closely in partnership with other schools to ensure that support is targeted effectively where children have siblings across schools, and regularly assess the impact against the intended benefits.</p>	HT	Biannually, through shared analysis with island schools
<p>C. Children eligible for PP develop a wider vocabulary (especially with regards to academic language) and wider oral language skills, to bring them in line with their peers.</p>	<p>Assess all children at risk of having vocabulary gaps (including all PP children), and use this information to inform speech and language interventions where necessary.</p>	<p>SpeechLink, by Multimedia Ltd. is a widely-used diagnostic and intervention tool with proven impact. Using it to identify children's needs precisely will enable subsequent interventions to be more precise and effective.</p>	<p>The ELSA will share baseline SpeechLink scores with the SLT. Later SpeechLink scores will allow staff and SLT to measure the impact of interventions.</p> <p>COST: Speech Link License. Cost = £275 COST: Staffing cost to run speech and language interventions. Cost = £808</p>	ESLA	All assessed by Oct 20 – interventions in place from this date. Analysis completed termly.
Total budgeted cost					£25,758

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?
D. Families of all children eligible for PP are continually encouraged to take up a wide range of opportunities to engage with school. The school encourages and supports these families to help their child learn at home. School provides extra help and motivation for PP children if families do not do so at home.	<p>With parental communication made even more difficult by COVID, we need to review and amend (if necessary) the strategies we use.</p> <p>These include: Monday morning reading sessions, Tuesday Drop Ins, family learning sessions and parents' assemblies. Parents are communicated to via the Marvellous Me App, through Tapestry in year R and through communication books.</p>	The Educational Endowment Foundation (EEF) has found that parental engagement can have a moderate positive effect on children's progress. However, they point out that the cost of different approaches to improve parental engagement can vary widely, and so recommend ensuring value for money. Our approaches are designed to be relatively low-cost, while maximising impact. They also follow the EEF advice to: provide a flexible approach to fit around parents' schedules; aim to make the school welcoming for parents whose own experience of school may not have been positive; and give practical support, advice and guidance to parents who are not confident in their ability to support their children's learning.	<p>Parental engagement trackers will be used to identify families who we need to make a special effort to reach out to, and to measure the impact of initiatives.</p> <p>COST: Marvellous Me Licence. Cost = £595</p> <p>COST: Tapestry License. Part cost = £200</p> <p>COST: Seesaw license. Part cost = £264</p>	HT and Welfare Officer	As part of SIP review: termly
E. Children eligible for PP have similar opportunities for enhanced learning activities across curriculum as their peers and are inspired to participate, improve and excel.	We organise a range of after school clubs and enhanced curriculum opportunities within school time such as sports festivals and trips. Parents/carers of PP children are given a voucher that entitles them to a term's-worth of after school clubs for free. We are also working with a local charity who fund sports club places for disadvantaged children.	The government recognise that " <i>school trips have clear benefits for pupils ... learning outside the classroom helps to bring the curriculum to life – it provides deeper subject learning and increases self-confidence</i> " [HSE: School Trips]. Our breakfast and lunchtime clubs offer similar benefits, alongside the wider personal and inter-personal skills they develop.	<p>Our PE and community links leader will keep a list of clubs and other provision and will ensure we offer a broad and balanced selection of these. We will assess the effectiveness of external providers through child interviews.</p> <p>COST: Funding extra curricular clubs for PP children. Cost = £2,300</p> <p>COST: Free school meal children clubs/uniform incentive. Cost = £2050</p> <p>COST: School Trip Subsidy for PP children. Cost = £1000</p>	PE and community links leader	Pupil interviews & analysis of clubs registers conducted Termly

<p>F. Children eligible for PP have increased attendance rates.</p>	<p>There are regular celebrations of good attendance in assembly, both for whole classes and individuals. Children who are absent receive same-day follow up. The HT and attendance officer compile a monthly report on persistent absentees, which is also checked by governors. With Mengham Junior, the school run a morning minibus service to pick up persistent absentees who are eligible for the PP.</p>	<p>Raising attendance is a crucial first step to raising attainment. Improved attendance is a target from our last OFSTED report. DfE research shows the impact of having a senior member of staff overseeing this issue, of analysing data regularly and acting on it promptly. The minibus service provides a service for children whose families cannot ensure their attendance even with other, earlier support.</p>	<p>Regular data analysis and reports will enable impact of actions to be checked and amended if necessary.</p> <p>COST: Staffing costs for attendance officer in this role. Cost = £2,020</p>	<p>HT</p>	<p>Individual children's attendance monitored as part of each attendance report. Group analysis completed termly.</p>
<p>G. Families of children eligible for PP who need support from external agencies are signposted to this support quickly, and school plays a proactive role in being a part of this a support so that it is effective and the effects of the difficulties at home are mitigated.</p>	<p>Proactively identify families who struggle with a range of home routines and signpost them to external support services. Ensure up-to-date information is disseminated, and promoted, to parents. Continue Fareshare 'community fridge' to support families to feed children sufficient, healthy meals.</p>	<p>There are a range of services on or near Hayling Island that can support parents. Although some parents who struggle at home do not want to take these up, many parents do but are simply not aware of what is on offer. School is a crucial point of contact between parents are these services, and for many parents the relationships they have with school or the staff at school give them the confidence to engage with these services. The community fridge has been a significant source of support to a group of our school's families and also provides a natural bridge of contact for them.</p>	<p>The HT will continue to lead and monitor the specific tracking system which allows staff to identify children / families who they feel would benefit from support services, and record whether these families have taken up the offer of specific services. We will employ a part-time member of staff to be an extra first point of contact for families who have difficulties and who can proactively reach out to families who we think might be struggling.</p> <p>COST: Family liaison assistant time within this role. Cost = £808</p> <p>COST: Fareshare. Cost = £507</p>	<p>HT and Welfare Officer</p>	<p>Tracking system reviewed biannually</p>
Total budgeted cost					£9,744

Note on costs:

Some costs are determined to be entirely paid for by the pupil premium budget because they benefit children eligible for the pupil premium exclusively or are centrally driven by the pupil premium strategy (e.g. funding extra-curricular clubs for pupil premium children). Some costs are determined to be paid partly out of the pupil premium budget because they pay for initiatives that are included within our pupil premium strategy, and deal with a disproportionately high number of pupil premium children, but also have a major role in benefiting other children who are not eligible for the pupil premium (e.g. the school's ELSA). In these latter cases half the cost of the initiative is paid out of the pupil premium budget.

Impact Analysis 2020-21																																																																													
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>				<i>Impact Measured</i>																																																																								
<p>A greater proportion of PP children meet ARE / GDS standards in KS1 and the expected / exceeding standards in Early Years, so that we diminish or eliminate the difference between this and the 'national other' figure.</p> <p>Children eligible for PP who have SEND and who are working significantly below ARE show clear progress against starting points and they are given good opportunities to meet challenging, personalised targets.</p>	<p>The targets for the current PP cohorts are:</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Year 2</td> <td>ARE+</td> <td>45%</td> <td>45%</td> <td>60%</td> </tr> <tr> <td>GDS</td> <td>15%</td> <td>10%</td> <td>10%</td> </tr> <tr> <td rowspan="2">Year 1</td> <td>ARE+</td> <td>39%</td> <td>33%</td> <td>56%</td> </tr> <tr> <td>GDS</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td rowspan="3">Year R</td> <td>ARE+</td> <td>61%</td> <td>61%</td> <td>73%</td> </tr> <tr> <td>GDS</td> <td>18%</td> <td>18%</td> <td>18%</td> </tr> <tr> <td colspan="4">% of PP children to achieve a good level of development: 45%</td> </tr> </tbody> </table>						Reading	Writing	Maths	Year 2	ARE+	45%	45%	60%	GDS	15%	10%	10%	Year 1	ARE+	39%	33%	56%	GDS	0%	0%	0%	Year R	ARE+	61%	61%	73%	GDS	18%	18%	18%	% of PP children to achieve a good level of development: 45%				<p>The outcomes for the PP cohorts were:</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Year 2</td> <td>ARE+</td> <td>32%</td> <td>36%</td> <td>59%</td> </tr> <tr> <td>GDS</td> <td>9%</td> <td>0%</td> <td>9%</td> </tr> <tr> <td rowspan="2">Year 1</td> <td>ARE+</td> <td>37%</td> <td>58%</td> <td>63%</td> </tr> <tr> <td>GDS</td> <td>11%</td> <td>0%</td> <td>5%</td> </tr> <tr> <td rowspan="3">Year R</td> <td>ARE+</td> <td>41%</td> <td>33%</td> <td>67%</td> </tr> <tr> <td>GDS</td> <td>8%</td> <td>8%</td> <td>25%</td> </tr> <tr> <td colspan="4">33% of PP children achieved a good level of development</td> </tr> </tbody> </table> <p>PP children's attainment is still significantly below that of their peers. The end of year 1 and year 2 outcomes were higher than their start of year data, which represents expected progress for the cohort, with a proportion of children making accelerated progress. Year R PP children's end of year attainment was broadly in line with their starting points in reading and maths, although it was lower in writing. A significantly higher proportion of year R children achieved GLD than were on track to do so at the start of the year.</p>			Reading	Writing	Maths	Year 2	ARE+	32%	36%	59%	GDS	9%	0%	9%	Year 1	ARE+	37%	58%	63%	GDS	11%	0%	5%	Year R	ARE+	41%	33%	67%	GDS	8%	8%	25%	33% of PP children achieved a good level of development			
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Children eligible for PP develop improved inter- and intra-personal skills.	Targeted PP children have improved Boxall / Thrive profile scores in areas identified for development. All PP children receive, on average, as many behaviour awards in school as their peers.				Class reward (pet) charts show that PP children do receive positive behaviour recognition at a rate in line with their peers. During the academic year 2020-2021 there were seven children accessing Thrive sessions daily. Out of those children, six of them were pupil premium. The overall summary for the children was that they all made progress with their individually assessed baseline skills. This was measured through a Thrive Screening Assessment regularly throughout the academic year.																																																																								
Children eligible for PP develop a wider vocabulary (especially with regards to academic language) and wider oral language skills, to bring them in line with their peers.	Staff are aware of PP children with poor oral language skills, and their next steps for improvement. Targeted PP children have improved language link scores. Child conferences provide evidence of PP children confidently using a wide range of technical vocabulary, at an ARE standard. Lesson observations provide evidence of PP children fully engaging in class, small group and pair discussions.				Lesson observations at two points during year focussed in part on vocabulary development and found good use of discussion in general and use of specific vocabulary. Within KS1, 6 children were targeted using Language Link. All 6 of these made at least age-expected progress, with 2 making significant progress so that they are now only classed as having a 'moderate' difficulty, rather than a 'severe' difficulty.																																																																								
Families of all children eligible for PP are continually encouraged to take up a wide range of opportunities to engage with school. The school encourages and supports these families to help their child learn at home. School provides extra help and motivation for PP children if families do not do so at home.	Parental engagement trackers, Tapestry use, and Marvellous Me use, show increased levels of participation from parents/carers of PP children, so they are in line with the parents of non-PP children. Parental engagement with Reading bookmarks show that PP children are read with on a 1:1 basis as frequently as their peers, either by parents/carers at home or through extra opportunities in school.				Parental engagement trackers continue to show that engagement of parents/carers of PP children is, on average, slightly lower than non-PP children. However, teachers were able to explain how they had targeted those individual families following non-engagement.																																																																								

		However, school ensured that all PP children had some level of parental engagement and that all PP children who lacked parental engagement with academic support (e.g. reading at home) received extra support in these areas.
Children eligible for PP have similar opportunities for enhanced learning activities across curriculum as their peers and are inspired to participate, improve and excel.	At least 50% of pupil premium children attend some form of extra-curricular provision. When interviewed, these children report that it is enjoyable and/or has helped them develop a skill/interest.	31 PP children attended at least one club, out of 54 total, which means 57% of pupil premium children attended some form of extra-curricular provision. This was despite clubs not running for the spring term. Overall, 35% of children attending clubs were PP children. This compares to 29% of children in school being eligible for PP, which means PP children were slightly more likely to attend clubs than their peers.
Children eligible for PP have increased attendance rates.	Improve the overall PP attendance (for academic year 2020-21) to at least 96.9% (in line with their non-PP peers) by end of July 2021. Ensure that the percentage of persistent absentees among pupils eligible for PP remains less than 6% (in line with national average non-PP pupils).	Attendance rates for year 20-21: 97.8% PP children: 96.82% (based on the 49 children at start of the year) non-PP children: 97.78% Persistent absentees for year 20-21: 1.69% (3 children) PP children: 2.0% (1 child) (based on the 49 children at start of the year) non-PP children: 1.6% (2 children)
Families of children eligible for PP who need support from external agencies are signposted to this support quickly, and school plays a proactive role in being a part of this support so that it is effective and the effects of the difficulties at home are mitigated.	CPOMs shows concerns about children are followed up quickly and appropriately, with school being proactive in finding and offering sources of support. Internal monitoring documents show that families are being offered support and that where there are requirements from external agencies' plans, school is fully involved in meeting these.	Monitoring of child protection systems by SLT and governors shows that concerns about children had appropriate actions put in place in all cases, and that these actions were followed up if the desired outcome was not achieved. Parental engagement records show that families who are interested are being signposted to voluntary support services