

Donington Cowley Endowed Primary School

Pupil Premium Strategy 2022-2023

<b>2022-2023</b>		
PP Budget for academic year: £168 178 (inclusive of carry forward £32 023)  <i>£136 155 allocation for 2022-2023</i>	Number of pupils on roll- 259 262 March 23 264 July 23	Dates of most recent external review: June 2019 (Ofsted) March 2023 (J Marston LEAD PP Review)
PP Leads- Sarah Ogden and Ingrid Williams Governor Lead- Kirsty Colburn- Hayes	Number of pupils eligible for PP funding – 88- 34% of school population 96 – 37% of school population March 23 98- 37% of school population June 23	Dates of planned internal reviews: Autumn term 2022 Spring Term 2023 Summer Term 2023

2022-2023 Year Group	Number of pupils eligible for PP funding	PP % of cohort
Reception	6 6 March 23 6 July 23	19% 21% March 23 21% July 23
Year 1	14 14 March 23 16 July 23	35% 35% March 23 39% July 23
Year 2	13 14 March 23 15 July 23	28% 32% March 23 33% July 23
Year 3	8 9 March 23 10 July 2023	25% 27% March 23 30% July 23
Year 4	14 16 March 23 15 July 23	40% 46% March 23 44% July 23
Year 5	17 20 March 23 19 July 2023	43% 47% March 23 45% July 2023
Year 6	16 17 March 23 17 July 23	46% 45% March 23 45% July 23
Whole School	88 96 March 23 98	34% 37% March 23 37%

**2022-2023 Summary**

	<b>% Achieved GLD Whole Cohort PP</b>
Reception	<b>62%</b> 17%

Phonics Screening Check	<b>% Attained 32 or above Whole Cohort PP</b>
Year 1	<b>73</b> 69
Year 2	<b>62</b> 75

KS2	<b>% Achieving expected standard Whole Cohort PP</b>	<b>% Achieving a higher standard Whole Cohort PP</b>	Average 'Scaled Scores'
Reading	<b>55%</b> 53%	<b>18%</b> 24%	97
Writing	<b>68%</b> 59%	<b>8%</b> 12%	
Maths	<b>45%</b> 47%	<b>8%</b> 18%	96
R+W+M Combined	<b>39%</b> 35%	<b>3%</b> 6%	
Spelling Punctuation and Grammar	<b>45%</b> 41%	<b>13%</b> 24%	97

KS1	<b>% Achieving expected standard or above Whole Cohort PP</b>	<b>% Achieving a higher standard Whole Cohort PP</b>
Reading	<b>72%</b> 67%	<b>20%</b> 13%
Writing	<b>65%</b> 67%	<b>13%</b> 7%
Maths	<b>72%</b> 73%	<b>24%</b> 13%
Combined	<b>61%</b> 60%	<b>7%</b> 0%

Multiplication Times Table Check	<b>% Whole cohort % PP</b>
20+ out of 25	<b>50%</b> 40%
25 out of 25	<b>12%</b> 6%

**Pupil Premium Priorities linked to Whole School Improvement Plan- 3 year strategy- 2020-2023**

2022-2023	2023-2024	2024-2025
<ul style="list-style-type: none"> <li>• Funding is used to support pupils in making accelerated progress in Maths and English</li> <li>• APDR processes are implemented to monitor and evaluate progress of PP pupils</li> <li>• Parents are fully informed about the purpose of the Pupil Premium Funding in respect of additional support to boost their child's progress, and attainment, in English and Maths.</li> <li>• Provision for Disadvantaged Pupils is a priority and on everyone's agenda (staff, parents, governors)</li> <li>• Pupil mental health and well-being needs are identified and are met through high quality pastoral care and support.</li> <li>• The school website provides clear, helpful information for parents</li> <li>• Barriers to learning are reviewed regularly with new actions identified to address shortfalls (language and communication, reading, phonics, mental health issues)</li> <li>• Attendance of PP and Non- PP pupils is monitored and any significant patterns analysed to improve attendance for PP pupils.</li> <li>• Monitor first aid logs, behaviour, CP logs, attendance and take actions to ensure disadvantaged pupils are safe</li> </ul> <p>EYFS</p> <ul style="list-style-type: none"> <li>• All pupils make strong progress from baseline assessments in all areas including disadvantaged pupils</li> <li>• There is no gap in progress measures between PP and Non PP pupils</li> <li>• Planning reflects upon how PP pupils can be supported to make accelerated progress</li> </ul>	<ul style="list-style-type: none"> <li>• Funding is used to support pupils in making accelerated progress in Maths and English</li> <li>• Disadvantaged pupils access a wide and interesting curriculum and make accelerated progress in all subjects so attainment gaps are closed.</li> <li>• Barriers to learning are reviewed regularly with new actions identified to address shortfalls (language and communication, reading, phonics, mental health issues)</li> <li>• ADPR processes are embedded and utilised to monitor and evaluate progress of PP pupils</li> <li>• Pupil mental health and well-being needs are identified and continue to be met through high quality pastoral care and support.</li> </ul> <p>EYFS</p> <ul style="list-style-type: none"> <li>• All pupils make strong progress from baseline assessments in all areas including disadvantaged pupils</li> <li>• PP pupils are effectively supported to make rapid progress from baseline assessments to minimise the gap between PP and Non PP pupils achieving GLD</li> </ul>	<ul style="list-style-type: none"> <li>• There is a narrowed gap in attainment between PP and Non-PP in all core curriculum areas where there is no identified SEN.</li> <li>• Disadvantaged pupils have opportunities to develop career aspirations through varied opportunities and experiences</li> <li>• Interventions are purposefully planned, implemented and evaluated to ensure that all pupils make good or better progress across all subjects</li> <li>• Pupil mental health and well-being needs are identified and continue to be met through high quality pastoral care and support.</li> </ul> <p>EYFS</p> <ul style="list-style-type: none"> <li>• There is no gap between PP and Non- PP achieving GLD (unless SEN)</li> </ul>

<b>Key challenges for disadvantaged pupils</b>
<b>Internal Challenges</b>
Lower attainment upon entry to school
Gaps in knowledge across core subjects as a result of disruption to learning (COVID, attendance, staff absence)
Literacy development and skills- including vocabulary acquisition, communication, language, reading and writing.
Challenges affecting mental health and well-being of pupils
<b>External Challenges</b>
Low aspirations and learning resilience
Increase in levels of support needed for pupils and their families – including SEND and referrals to TAC, Early Help and other external services
Significant increase in persistent absenteeism and poor attendance

Pupil Premium Priorities	Desired Outcomes	Success Criteria	Evaluation		
			Autumn 2022-2023	Spring 2022-2023	Summer 2022-2023
<b>Teaching</b>					
<p><b>To ensure high standards of teaching and learning across the school- teaching is consistently evaluated as at least good.</b></p>	<p>Teachers are highly, developed and skilful in identifying pupil needs and building upon what pupils know, can do and understand</p> <p>Investment in CPD for Teachers and subject leads to ensure high quality provision across the curriculum</p>	<ul style="list-style-type: none"> <li>• Professional development of staff and subject leadership is prioritised to ensure HQT and provision.</li> <li>• Training and development needs are rapidly identified through appraisal to lead to improvement.</li> <li>• Learning gaps are quickly identified and adaptations made to teaching to target learners- scaffolding yet providing stretch and challenge.</li> <li>• Pupils make good or better progress and a higher % attain ARE + in RWM</li> </ul>	<p>New staff and subject leaders are in place across the school and teaching and learning is consistently monitored to ensure high standards.</p> <p>Consistent approaches have been adopted in all classes with targeted teaching in place to address gaps in learning. Impact is not measurable as these need time to embed.</p> <p>Tutoring groups have been established to ensure learning gaps are quickly addressed. This needs to continue to ensure that all pupils make accelerated progress to catch up. All teaching staff have received focus training around PP, Assessment, EYFS, SEND and Subject leadership through investment in a bespoke package through LEAD. An external PP review is scheduled for spring 2023.</p>	<p>A number of staff are enrolled on NPQs to further develop the quality of leadership across school.</p> <p>Mid-term appraisals have taken place for staff to ensure that any arising training needs are identified and actioned.</p> <p>Internal and External CPD has been attended by staff and is demonstrating impact upon the quality of assessment processes and subject Leadership.</p> <p>Further access to focused, subject specific CPD has improved the overall quality of teaching and learning across the school. Recommended actions have been addressed from the external SEND review (May 2022) and a more recent review refers to the significant improvements in provision across the school (Feb 2023).</p>	<p>Teaching across the school remains consistently good. CPD will continue to be prioritised over the next academic year. This includes School Leaders continuing with NPQs and subject specific CPD in the Foundation curriculum in addition to training for support staff in relation to mathematics and maths interventions.</p> <p>A newly appointed, experienced, EYFS team are in place for September 2023. This will continue to be supported by the senior leadership team (Assistant Headteacher to continue to lead EYFS).</p> <p>Recommendations from the Disadvantaged Review (March 2023) including the Disadvantaged Articulation document and overview of responsibilities has ensured there is increased</p>

			Further CPD opportunities will be sought as appropriate and available.	An external PP Review (Feb 2023) has identified many areas of strength in provision for disadvantaged pupils and has identified further recommendations to be actioned in the summer term.	clarity going forwards. A further external review is planned for September 2023.
<b>To develop pupil aspiration, self-motivation and independent learning strategies.</b>	<p>Pupils are resilient and self-motivated.</p> <p>There is a strong sense of aspiration throughout the school.</p> <p>School Values are explicitly taught and are embedded within the school ethos.</p>	<ul style="list-style-type: none"> <li>• <i>Effective assessment and feedback is used skilfully to scaffold learning-building upon what pupils know can do and understand.</i></li> <li>• <i>Pupils develop metacognitive approaches which enable them to use and apply independent learning strategies.</i></li> <li>• <i>Pupils are eager to learn and are able to discuss their aspirations and achievements.</i></li> <li>• <i>Pupils understand the school vision and values and are able to apply these to their learning.</i></li> </ul>	<p>Assessment training with LEAD and Internal moderations across all year groups ensure all teachers are confident in assessment within their phase and are supporting children effectively towards aspirational targets.</p> <p>Pupils are aware of their targets and are proactive in responding to feedback, particularly in UKS2- this needs developing in LKS2 and KS1.</p> <p>Adults within all classrooms are effectively deployed to maximise progress and support learning needs.</p> <p>Children talk positively about their learning and consistently demonstrate good learning behaviours.</p> <p>School values are discussed within lessons</p>	<p>Internal moderations have been conducted to quality assure assessments and these demonstrate that there is increased staff confidence in this area.</p> <p>This has empowered staff to utilise assessment more effectively to identify learning gaps and address specific individual and cohort needs through high quality teaching.</p> <p>To further increase cohesion across the school, the Assessment Lead is in the process of developing a clear guide in relation to moderation and assessment systems.</p> <p>Pupil voice demonstrates and love of learning.</p> <p>Children can confidently talk about their aspirations and achievements. They continue to uphold the</p>	<p>Internal moderations have been conducted termly, and judgements within these verified through KS2 Local Authority moderation (June 23).</p> <p>Assessments and moderation expectations have been reviewed and there is a consistent approach throughout. This has increased staff confidence and knowledge in accessing across core areas of the curriculum.</p> <p>Assessment within foundation subjects remains an area for development following feedback from internal deep dives. Practice has been reviewed to ensure there is a purposeful approach to assessment.</p>

			and weekly assemblies- children can articulate these confidently.	school vision and values with pride.	Pupil voice continues to demonstrate a love of learning and the children can talk confidently about aspirations, ambitions, the school vision and values.
<b>To support disadvantaged pupils to make rapid, accelerated progress from baseline entry</b>	<p>High quality teaching in early years and KS1 leads to accelerated progress and narrows the gap.</p> <p>Pupils make good or better progress in R, W, M</p> <p>Increased attainment- higher % achieving ARE+</p> <p>Effective phonics teaching leads to better outcomes in reading and writing</p>	<ul style="list-style-type: none"> <li>• <i>Early years and KS1 staff training and development is prioritised to ensure that pupils have the best possible start.</i></li> <li>• <i>There is a strong focus upon early language and vocabulary and this is effectively modelled and explicitly taught</i></li> <li>• <i>Regular assessment shows that PP pupils are making accelerated progress in core areas</i></li> <li>• <i>PP pupils make good progress through a systematic early reading programme (RWInc)</i></li> <li>• <i>APDR processes are embedded and are effectively used to track and support progression of PP pupils</i></li> </ul>	<p>Significant disruption to EYFS teaching staff has affected progress in this area. However, training and the development of EYFS has continued and remains a priority. There have been a number of major changes to the curriculum and learning environment which have led to improvement. Across the school there is a focus upon vocabulary linked to subjects and areas of learning and this is consistently displayed and referred to. RWInc training has been accessed by all staff. Within KS1, appropriate groups are led by teaching and support staff. In KS2 RWInc Spellings with teaching and support staff. APDRs and Provision maps are updated and reflect individual pupil needs – Targeted interventions are reviewed half termly. The</p>	<p>Presently, a member of the Early Years team is enrolled on the Developing Early Language programme through the English Hub. Learning from this is being shared and is becoming increasingly evident in observed classroom practice. The Early Years team continue to work with an SLE from LEAD and are making strong progress through the action plan which has been developed to improve teaching and learning within EYFS. This progress has continued despite the cohort being significantly affected by staff absences. All pupils in EYFS and KS1 continue to receive high quality phonics teaching through RWInc which is regularly tracked and evaluated to accelerate progress. Teaching staff are aware of their bottom</p>	<p>Progress in relation to teaching and learning in the Early Years has been impacted by staffing issues, however SLT support has ensured consistency for pupils and secured progress (62% achieved GLD). Early Years remains an area for improvement for 2023. There is strong evidence for pupil progress in phonics this academic year 73% achieved the Year 1 phonics screening, and focused provision is in place for the first 20%. KS1 assessment data evidences good pupil progress from EYFS across RWM.</p>

			impact of this will be measurable once practice is embedded.	20% of readers and focused provision is made for these pupils.	
<b>Targeted Academic Support</b>					
<b>To utilise additional adults effectively in order to provide targeted academic support</b>	<p>Pupils benefit from phonics teaching within small groups- leading to accelerated progress</p> <p>Pupils are supported effectively within the classroom and benefit from smaller groups and adult support within core subjects</p>	<ul style="list-style-type: none"> <li>• All staff delivering RWInc have accessed training to ensure high quality teaching</li> <li>• RWInc is taught systematically within small groups which are reviewed half termly to ensure progress</li> <li>• Adults are deployed effectively within the classroom to support teaching and learning</li> <li>• The gap between PP and Non PP pupils is closed</li> <li>• Effective scaffolding and adult support in R, W, M addresses individual learning needs and supports pupil progress.</li> </ul>	<p>RWInc training has been accessed by all staff. Within KS1 appropriate groups are led by teaching and support staff. In KS2 RWInc Spellings is delivered by teaching and support staff. Fresh Start has been introduced as an intervention from October 2022- impact is not yet measurable, however ongoing assessment from baseline is planned in line with programme specifications. RWInc is taught with consistency and fidelity and relevant 1:1 support is in place in KS1 and KS2. Adults within all classrooms are effectively deployed to maximise progress and support learning needs through targeted small group teaching as appropriate in Reading, Writing and Mathematics.</p>	<p>RWInc training has been accessed by all staff. This has been through RWInc Development Days (external support), Reading Leader coaching and access to online training pathways. There has consequently been an increase in staff knowledge and confidence in the teaching of phonics. All adults are deployed effectively throughout the school and are skilful in their practice. Where it has been identified that 1:1 tuition or focused group support is needed, this has been planned for within provision maps and as part of APDR processes.</p>	<p>Phonics is taught to a consistent high standard across Early Years and Key Stage 1. There is strong evidence of fidelity to RWInc. Pupils make strong progress, and this is evidenced through 6 weekly assessments. RWInc CPD continues to be prioritised to maintain high standards of teaching and learning. Class teachers have a strong awareness of the first 20% and ensure there is targeted provision in place. The next step will be to embed this further in relation to mathematics. APDR processes identify individual targets and support which is reflected in provision mapping. Analysis of PP and Non-PP assessment data evidences that in most year groups the gap has been closed at</p>



					<p>EXS. Further work is needed to ensure this gap is closed in relation to GDS in some year groups.</p> <p><u>KS2 SATs</u> 18% of PP children, compared to 8% of whole cohort, achieved GDS in maths. 24% of PP children achieved GDS in SPaG. 24% of PP children achieved GDS, compared to 18% of whole cohort in reading.</p>
<p><b>Specific interventions are in place to address early language and communication difficulties.</b></p>	<p>Specific speaking and listening intervention is in place for pupils to address emerging SLCN</p> <p>Targeted support focuses upon communication and social skills.</p>	<ul style="list-style-type: none"> <li>• <i>Emerging SLCN are identified quickly and are proactively addressed.</i></li> <li>• <i>Trained support assistants deliver high quality Speech, Language and communication support.</i></li> <li>• <i>Pupil social communication needs are identified and appropriate and timely interventions are used to address these.</i></li> </ul>	<p>Provision maps and APDRs are used to identify needs. Teaching assistants effectively support pupils within the classroom and in delivering interventions through NELI and other intervention groups such as Socially Speaking, Time to Talk, Lego Therapy. Further SLCN CPD is being accessed through ELKAN in Spring 2023.</p>	<p>Support staff are effectively utilised to provide support for learners where specific needs have been identified. This is closely monitored through APDR processes and provision mapping. All staff are highly trained in the interventions they lead. Evaluation of these shows evidence of impact, specific to individualised targets.</p>	<p>Support staff are effectively utilised. Review of interventions has ensured that the impact of these is maximised. An additional member of the support staff team has completed ELKAN training to ensure targeted support for speech and language. Pupils will also have opportunities to access newly established facilities to promote communication and language, including the multisensory room and Immersive suite.</p>
<p><b>Interventions are effective in</b></p>	<p>Interventions demonstrate measurable impact</p>	<ul style="list-style-type: none"> <li>• <i>Provision maps effectively identify pupil learning needs and ensure a</i></li> </ul>	<p>Provision maps and APDRs are updated half termly</p>	<p>Provision maps have been reviewed and evaluated –</p>	<p>Provision maps, in conjunction with APDR</p>

<p><b>addressing gaps in learning and accelerating progress</b></p>	<p>Gaps in learning are identified and addressed in a timely and effective manner</p> <p>Robust cycles of APDR evaluate impact</p>	<p><i>robust cycle of evaluation and review.</i></p> <ul style="list-style-type: none"> <li>• <i>Teaching assistants are skilful in the delivery of all interventions</i></li> <li>• <i>Effective interventions in R, W, M address individual learning needs and support pupil progress.</i></li> <li>• <i>APDRs track individual progress and targets</i></li> </ul>	<p>and reflect pupil needs – Targeted interventions are reviewed half termly. Progress within interventions is recorded by support staff to ensure communication with class teachers. This practice continues to be embedded. Teaching assistants effectively support pupils within the classroom and in delivering interventions. They have attended relevant CPD to ensure they have the knowledge and skills to deliver specific programmes.</p>	<p>there is strong evidence of impact of interventions. Communication is effective between SLT, Class Teachers and Support Staff. There is a collaborative approach to APDR and this is directly impacting upon the quality of interventions in terms of impact upon pupil progress.</p>	<p>practice, ensures a cycle of ongoing review between teaching and support staff and school leaders.</p> <p>Analysis of PP and Non-PP assessment evidences that in most year groups the gap has been closed at EXS for example in Year 2 67% of PP and 67% of non-PP children achieved EXS+ in Reading. A next step will be to close the gap to greater depth standard.</p>
<p><b>Wider Strategies</b></p>					
<p><b>To improve mental health and well-being of pupils</b></p>	<p>Pupils mental health and well-being is prioritised</p> <p>ELSA trained assistants utilise strategies effectively to support pupils.</p> <p>Pupils feel safe, valued and reassured.</p>	<ul style="list-style-type: none"> <li>• <i>Effective support and intervention addresses wellbeing and mental health needs of our most vulnerable pupils.</i></li> <li>• <i>Pupils are confident and happy- they can all name a trusted adult they can go to</i></li> <li>• <i>Opportunities for enrichment activities are developed to enhance the curriculum and boost motivation</i></li> <li>• <i>Fixed term exclusions are rare.</i></li> </ul>	<p>Mental Health Lead has been identified and will be undertaking training through the funded DfE programme. Teaching assistants support pupils within the classroom and in delivering nurture interventions. Opportunities for enrichment such as Forest School, Roots to Food, Indian Experience Day have been introduced. With TACs, Early Help referrals and safeguarding</p>	<p>Senior Mental Health Leader training has commenced. Both SEND and Pupil Premium reviews conducted by external providers have identified the wide range of support available to pupils and that wellbeing is effectively supported by all staff. There are a wide range of extra-curricular, enrichment opportunities available for all children to access. Parental</p>	<p>Training for the Senior Mental Health Leader is ongoing, with the intention of developing a Mental Health team. Two members of staff are now fully trained in delivering ELSA sessions. This has ensured that children with SEMH have been effectively supported and are consequently more emotionally articulate and have developed resilience and self-regulation strategies.</p>

			policy and procedures are robust and there is a clear process of monitoring, reporting and support. Coffee mornings have been introduced for parents of SEND / PP / vulnerable pupils.	engagement has also improved through the appointment of an Inclusion Lead and a wider approach to family support has been adopted. There have been no exclusions this academic year.	Where appropriate, bespoke individual support has been in place and advice sought from external agencies in relation to SEMH. A proactive approach has ensured that there have been 0 exclusions this year. Pupils and families are effectively supported, and systems are in place to support our most vulnerable families. Children access wide and varied curriculum activities to broaden their experiences and increase aspiration.
<b>PSHE is prioritised and is taught with consistency.</b>	Pupils receive high quality PSHE provision which ensures that they develop the knowledge and awareness of key concepts and citizenship.	<ul style="list-style-type: none"> <li>• <i>There is consistent programme for PSHE in place.</i></li> <li>• <i>PSHE is prioritised through assemblies, displays and in lessons.</i></li> <li>• <i>Pupils talk confidently about their learning and understanding of areas of the PSHE curriculum which they have been taught.</i></li> <li>• <i>Pupils are able to use and apply their knowledge to wider areas of the curriculum.</i></li> </ul>	PHSE scheme Jigsaw has been introduced and is being monitored by the new subject leader to assess impact. This approach is being embedded across the school.	Jigsaw is now embedded used across the school. This is prioritised through displays, lessons and assemblies. Children talk confidently about their learning and understand why specific areas have been taught. Pupils comment that they enjoy their learning in PSHE and benefit from the regular opportunities for calm, reflective practice.	Children continue to enjoy their learning in PSHE. Staff are also very positive about PSHE teaching and feel that the implementation of Jigsaw has increased their confidence through providing structure and ensuring progression. Our PSHE curriculum develops their understanding of themselves and of others – celebrating difference and individuality- it supports

					the teaching of Protected Characteristics effectively. Jigsaw SRE ensures coverage and progression throughout the school. Jigsaw replicates the school vision and values which are threaded throughout school life.
<b>Attendance is significantly improved across all year groups</b>	<p>Improved attendance and no notable gaps between groups.</p> <p>Attendance concerns are addressed in a timely manner and in line with policy.</p> <p>Robust procedures are in place for managing persistent absenteeism.</p>	<ul style="list-style-type: none"> <li>• Increase in pupil attendance- no evident gap between attendance of PP and non-PP pupils</li> <li>• Reduction in persistent absenteeism.</li> <li>• Policies and procedures are followed</li> <li>• Safeguarding is prioritised by all staff in relation to attendance.</li> </ul>	<p>Attendance Officer is proactive in monitoring the attendance of all children and raising any children with a high level of absenteeism on CPOMS and to DSLs. The LA attendance package is being accessed to ensure the staff responsible for monitoring attendance is suitably trained.</p> <p>Home visits take place to conduct welfare checks in line with school policy.</p> <p>October attendance data: Whole school- 95.61% PP- 93.78% Non PP- 96.63%</p> <p>Support is in place for families to improve attendance and reduce persistent absenteeism, Supervision of safeguarding meetings between DSLs take place</p>	<p>Our newly appointed Inclusion Lead monitoring the attendance of all children. A supportive approach ensures that we work with families effectively, using consistent and transparent systems to raise attendance. Attendance is broadly in line with national patters and our rate of persistent absenteeism has fallen to 18.32% remains below national (19.2%).</p>	<p>There is robust approach, underpinned by policy to managing pupil attendance and effective support is in place to address persistent absenteeism and those at risk.</p> <p>Attendance is 93.7% which is broadly in line with national average. Persistence Absence is 17.8% which is below the national average.</p> <p>Safeguarding procedures across the school remain effective.</p>

			at least every half term and the outcomes are fed back to staff.		
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Linked Priorities	Action	Rationale	Monitoring	Staff Lead	Cost (approx./proposed spending)	Review Date
Teaching	Ensure that leaders, teaching and support staff have access to high quality training and development opportunities  <i>(EEF Guide to Pupil Premium 2019- Using the Pupil premium to improve teaching quality benefits all pupils and has a particularly positive effect on pupils eligible for the Pupil Premium)</i>	Staff knowledge and skills should be developed to improve the quality of teaching and learning benefitting all learners leading to accelerated progress with all children having access to high quality teaching and learning opportunities.	Learning walks Lesson observation Work scrutiny External visits Pupil Progress meetings Governor monitoring LA review	Headteacher to identify training needs of staff through appraisal and monitoring and through School Improvement planning and monitoring	£2 000	Annually
Teaching	Deployment of additional support staff to provide enhanced support within core subjects through focused small group tuition across all key stages (Small group tuition EEF +4)	Additional support within the classroom and small group tuition will provide greater opportunity for focused support and address gaps in learning.	Assessment Monitoring of teaching and learning LA Visits SEF Governor monitoring	Class teachers Assessment lead Pupil Premium Lead Headteacher	£35 385	Termly review of progress through moderation to identify impact
Teaching	Technology to support high quality teaching and learning – includes additional interactive whiteboards for shared areas and additional laptops for all teaching staff (HLTAs)  <i>((EEF Guide to Pupil Premium 2019- Using the Pupil premium to improve teaching quality benefits all pupils and has a particularly positive effect on pupils eligible for the Pupil Premium)</i>	Additional learning areas allows for smaller teaching groups in order to target individualised learning needs	Learning walks Lesson observation Work scrutiny External visits Pupil Progress meetings Governor monitoring LA review	Subject leads Assessment lead	£10 000	Termly review of progress through moderation to identify impact

<b>Teaching</b>	Additional staff appointed to lead phonics across EYFS and KS1 to ensure small group teaching based upon assessment. (Phonics EEF +5)	Pupils benefit from small groups and this will allow for pupils to be grouped appropriately according to programme assessments thereby addressing learning needs and accelerating progress.	Phonics monitoring and coaching RWInc leader visits Phonics tracker	Phonics and English Lead SLT Class teachers	£22 490	6 weekly assessments and review of groupings and pupils identified for 1:1 tuition
<b>Teaching</b>	Specialist Computing lead to ensure access for all pupils to high quality in this curriculum area across all key stages	Disadvantaged pupils will benefit from access to high quality teaching and learning opportunities across a range of technologies	Learning walks Lesson observation Work scrutiny External visits Pupil Progress meetings	Computing Lead SLT	£17 641	Review with regularity with ongoing assessment
<b>Targeted Academic support</b>	Small group/ 1:1 tuition and intervention across RWM- Including Fresh Start, RWInc phonics (1:1 tutoring) and comprehension and Get Writing (Teaching assistant interventions EEF +4)	Where there are specific gaps in learning additional intervention will be used to target these and support pupil progress across all core areas.	Provision mapping Intervention evaluations and observations Pupil progress meetings Annual report to governors	SEF English and Maths Leads Class Teachers	£14 800	Review with regularity with ongoing assessment-provision maps to be reviewed at least half termly
<b>Targeted Academic support</b>	Targeted support for emerging SLCN through language and communication programmes including NELI, ELKAN, Time to Talk and Socially Speaking (Oral Language intervention EEF +6)	Teachers quickly identify emerging SLCN and ensure that there is targeted intervention and support in place to address these. Staff receive appropriate high quality training.	Provision mapping CLL assessments Observations Pupil discussion Assessment	SENCo English Lead Class Teachers SLT	£12 752 <i>(across 2 years to ensure sustainability)</i>	Review with regularity with ongoing assessment-provision maps to be reviewed at least half termly
<b>Wider strategies</b>	Enhanced Music and Drama provision through Act II Theatre Group to promote inclusion and widen experiences for all pupils (Arts Participation EEF +3)	Access to a wide and varied music curriculum develops pupil knowledge, skills and appreciation of music. Involvement in the whole school production is important in developing language and communication skills and increasing confidence. As a whole school, parental event this is also important in developing community cohesion and parental engagement.	Pupil interview Parental questionnaires Governor visits	Music Lead	£6 060	Annually

<b>Wider strategies</b>	Implement and embed a cohesive and progressive PSHE curriculum- Jigsaw- Year R-6 (EEF +4 Social and Emotional Learning)	There is a consistent approach to PSHE. Pupils develop knowledge and understanding of areas of personal, social, health and economic development and this in turn supports their wellbeing and understanding of citizenship.	Assemblies Pupil voice Teacher evaluation Learning walks PSHE monitoring	Class teachers PSHE Lead	£1 400 <i>(across 2 years to ensure sustainability)</i>	Review impact half termly
<b>Wider strategies</b>	A range of targeted interventions to support well-being and pupil mental health (Behaviour interventions EEF +4 and Social and Emotional Learning EEF +4)	Purposeful interventions are delivered to support pupil wellbeing. 2 members of staff are ELSA trained to support our most vulnerable pupils.	Intervention monitoring APDRs Provision maps Behaviour logs CPOMs	DSLs SLT Class Teachers PSHE Lead	£27,456 <i>(across 2 years to ensure sustainability)</i>	Review half termly in line with provision map and APDR evaluations
<b>Wider strategies</b>	Appointment of Senior SEND Inclusion and Family worker to support mental health and wellbeing and increase parental engagement (Parental Engagement EEF +4 Social and Emotional Learning EEF +4)	Family support increases parental engagement and is effectively impacts upon pupil wellbeing	APDRs Provision maps Behaviour logs CPOMs TAC/ Early Help records of meetings Parental feedback	DSLs SLT SENDCo	£14 797	Supervision of safeguarding meetings each month (DSLs) SLT meetings fortnightly to review
<b>Wider strategies</b>	Breakfast Club provision. Children eligible for breakfast club attend free of charge. This covers staff expenses.	To ensure that disadvantaged pupils have a healthy, nutritious start to the day. The children can interact with their peers and have a calm and settled start to the day	Parental engagement / voice Pupil voice	Pupil Premium lead	£3 397	Termly
		Total			<b>£168 178</b>	