

# St Helen Auckland Community Primary School

## Pupil Premium Strategy Statement 2019 – 2020

### 1. Rationale

At St Helen Auckland Community Primary and Nursery School our practice is developed to ensure the individual needs of our pupils are met, including those of our most vulnerable pupils. As a result all our work, Pupil Premium Funding is allocated based upon our understanding of the needs of the individual pupils, ensuring that they benefit from individualised programmes based on accurate understanding of what support best suits each pupil. Through this we aim to overcome barriers to learning and accelerate progress so that these pupils achieve similar outcomes to their peers and diminish the difference between those pupil entitled to Pupil Premium and those who are not.

### 2. Reception – Year 6 Pupil Premium Funding

Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children	Number of Service Children
73	Per Pupil £1,320 32 (£42,240)	Per Pupil £1,320 41 (£54,120)	Per Pupil £1,700 2 (£3,400)	Per Pupil £300 3 (£900)

\*Looked After Children receive £2,300 with £600 being retained centrally by the Local Authority.

### 3. Early Year Pupil Premium Funding

Total of Nursery Pupils	Number of Eligible Pupils	Number of Eligible Boys	Number of Eligible Girls	Total EYPP Budget
28	Hourly Rate £0.53 11 (3,323.10)	Hourly Rate £0.53 5 (£1,510.50)	Hourly Rate £0.53 6 (£1,812.60)	Hourly Rate £0.53 3,323.10

### 4. Pupil Premium Summary Information

Total Number of Pupils ( Inc. FTE )	169	Number of Pupils Eligible	73
Total Pupil Premium Budget	£100,660	% of Pupils Eligible	44%

### 5. 2019 - Outcomes

KS1 Year 2 - 28 pupils	PP Pupils			Other			SCH GAP	Year 6 - 20 pupils	PP Pupils			Other			SCH GAP
	SCH	NA	DIF	SCH	NA	DIF			SCH	NA	DIF	SCH	NA	DIF	
Expected Standard R	57	62	-5	64	78	-14	<b>-21</b>	Expected Standard R	81	62	+19	50	78	-28	<b>+3</b>
Expected Standard W	50	55	-5	64	73	-9	<b>-23</b>	Expected Standard W	75	68	+7	50	83	-33	<b>-8</b>
Expected Standard M	64	63	+1	71	79	-8	<b>-15</b>	Expected Standard GPS	94	68	+26	75	83	-8	<b>+11</b>
Year 1 Phonics	78	71	+6	84	84	0	<b>-6</b>	Expected Standard M	81	68	+13	50	83	-33	<b>-2</b>
EYFS GLD	78	56	+21	62	75	-12	<b>+3</b>	Expected Standard RWM	56	51	+5	25	71	-46	<b>-15</b>

<b>8. Internal Barriers to Future Attainment</b>		
<b>In-school barriers</b>		<b>Desired Outcomes</b>
<b>A</b>	Low levels on entry of PP pupils, particularly in communication, literacy and language, health and self care, number and technology.	Pupils eligible for PP make progress in line with national expectations in reading and writing, health and self care, number and technology.
<b>B</b>	Progress of KS1 pupils who are eligible for PP making less than expected progress.	Pupils eligible for PP in KS1 make at least expected progress by the end of the year in order to meet age related expectations and close the gap further before end of Key Stage
<b>C</b>	Low levels of resilience for some pupils (including those eligible for PP)	Levels of resilience will be improved, shown through improved attainment and progress.
<b>D</b>	High numbers of PP pupils also have SEND including ASD, ADHD, Learning difficulties, mental health and attachment needs, impacting upon academic progress.	Termly reviews, Parent and pupil SEND reviews and school tracking systems will show at least expected progress. Pupils will be better equipped with strategies to change and control their behaviours/responses to situations. Pupils with SEND eligible for PP across school will make at least expected progress and close the gap further before the end of Key Stage
<b>E</b>	Behavioural issues for a small group of pupils (mostly eligible for PP) are having a detrimental effect on their academic progress.	Fewer behaviour incidents recorded for these pupils on school systems impacting positively on progress and attitudes
<b>F</b>	Progress of KS2 pupils who are eligible for PP making less than expected progress.	Pupils eligible for PP in KS2 to make at least expected progress by the end of the year in order to meet age related expectations and close the gap further before end of Key Stage 2
<b>G</b>	Progress across school in writing for pupils who are eligible for PP making less than expected progress	Pupils eligible for PP make at least expected progress by the end of the year in order to meet age related expectations and close the gap further before end of Key Stage

<b>9. External Barriers to Future Attainment (issues which also require action outside school, e.g. low attendance rates)</b>		
<b>In-school barriers</b>		<b>Desired Outcomes</b>
<b>H</b>	Safeguarding concerns. Unsettled family arrangements leading to social and emotional difficulties affecting learning.	Addressing safeguarding concerns and support for families will lead to emotional and behavioural regulation for PP pupils, allowing them to focus on school and make progress.
<b>I</b>	Low attendance rates for some PP children	Improve overall PP attendance in line with national expectations.
<b>J</b>	Social deprivation	Provide subsidised breakfast and after school clubs which target PP pupils to ensure basic needs are met and to enrich wider opportunities. Parents/ carers will know how to access additional support.
<b>K</b>	Less engagement in home reading by adults and opportunities to support and value reading.	Increased engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.
<b>L</b>	Parenting capacity – lack of routine, sleep, food, homework	Increased parental engagement ensuring that all children are supported and have their basic needs met.

## 10. Pupil Premium Planned Expenditure

	Desired Outcomes	Action	Evidence Source	Expenditure	Baseline Data	Evaluation (Autumn, Spring, Summer)
<b>A</b>	Improve outcomes for Pupil Premium pupils in communication language and literacy	PD training for Early Years teachers to ensure Quality First Teaching.	The Teacher Development Trust – Developing Great Teaching – one of the key findings in this review states that professional development opportunities that are carefully designed and have a string focus on pupil outcomes have a significant impact on student achievement	Early Years Training support 1 hour (x2)  Cost: <b>£200</b>	22% of Pupil Premium pupils did not make good levels of development in Early Years	Autumn – Internal CPD looking at Language and Literacy throughout the curriculum. Implemented to develop opportunities within the setting. Spring – Not fulfilled due to Covid 19. Summer – Not fulfilled due to Covid 19.
<b>A</b>	Improve outcomes for Pupil Premium pupils in communication language and literacy.	PECS training for Early years staff	Findings from the Delaware Autistic Program found that 76% of all children placed on PECS acquired speech as either their sole communication system or augmented by a picture-based system.	PECS training for TA (x 2)  Cost: <b>£360</b>	22% of Pupil Premium pupils did not make good levels of development in Early Years	Autumn – PECS introductory training accessed by staff. Further training opportunities later in the year would be useful to look in greater detail at stages of progression. Spring – Not fulfilled due to Covid 19. Summer – Not fulfilled due to Covid 19.
<b>A</b>	Improve outcomes for Pupil Premium pupils in communication language and literacy.	ELKLAN Speech and Language training for Early Years staff	Research carried out by Sheffield University found that children who received Talking Matters support progressed by an average of seven months in their language development, whilst children in the control group who did not receive the Talking Matters support progressed by two months.	Elklan Training for TA (x2)  Cost: <b>£360</b>	22% of Pupil Premium pupils did not make good levels of development in Early Years	Autumn – Training accessed by two members of staff and implemented within the setting. Spring – Not fulfilled due to Covid 19. Summer – Not fulfilled due to Covid 19.
<b>A</b>	Improve outcomes for Pupil Premium pupils in communication language and literacy.	BLAST Speech and Language training for Early Years staff	Research carried out by Sheffield University found that children who received Talking Matters support progressed by an average of seven months in their	BLAST Training for TA (x2)  BLAST programme	22% of Pupil Premium pupils did not make good levels of development in	Autumn – Training accessed by two members of staff and programme delivered within the setting. Spring – Not fulfilled due to Covid 19. Summer – Not fulfilled due to Covid 19.

			language development, whilst children in the control group who did not receive the Talking Matters support progressed by two months.	Cost: <b>£470</b>	Early Years	
<b>A</b>	Improve outcomes for Pupil Premium pupils in health and self care	PD training for Early Years teachers to ensure Quality First Teaching.	The Teacher Development Trust – Developing Great Teaching – one of the key findings in this review states that professional development opportunities that are carefully designed and have a string focus on pupil outcomes have a significant impact on student achievement	Early Years Training support 1 hour (x2)  Cost: <b>£200</b>	22% of Pupil Premium pupils did not make good levels of development in Early Years	Autumn – Internal CPD looking at PSHE and health and self care throughout the curriculum. Implemented to develop opportunities within the setting. Spring – Not fulfilled due to Covid 19. Summer – Not fulfilled due to Covid 19.
<b>A</b>	Improve outcomes for Pupil Premium pupils in number.	PD training for Early Years teachers to ensure Quality First Teaching.	The Teacher Development Trust – Developing Great Teaching – one of the key findings in this review states that professional development opportunities that are carefully designed and have a string focus on pupil outcomes have a significant impact on student achievement	Early Years Training support 1 hour (x2)  Cost: <b>£200</b>	22% of Pupil Premium pupils did not make good levels of development in Early Years	Autumn – Internal CPD looking at mathematics throughout the curriculum. Implemented to develop opportunities within the setting. Spring – Not fulfilled due to Covid 19. Summer – Not fulfilled due to Covid 19.
<b>A</b>	Improve outcomes for Pupil Premium pupils in technology.	PD training for Early Years teachers to ensure Quality First Teaching.	The Teacher Development Trust – Developing Great Teaching – one of the key findings in this review states that professional development opportunities that are carefully designed and have a string focus on pupil outcomes have a significant impact on student achievement	Early Years Training support 1 hour (x2)  Cost: <b>£200</b>	22% of Pupil Premium pupils did not make good levels of development in Early Years	Autumn – Internal CPD looking at computing throughout the curriculum. Implemented to develop opportunities within the setting. Spring – Not fulfilled due to Covid 19. Summer – Not fulfilled due to Covid 19.

<b>B</b>	Improve outcomes for Pupil Premium pupils in reading in Year 1 and 2	Reading books linked to Letters and Sounds phonics programme.	EEF research suggests that Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	Phonics reading programme (as part of Accelerated reader programme)  Cost: <b>£3,000.00</b>	43% of Pupil Premium pupils did not achieved the expected standard in reading by the end of KS1.	Autumn – Additional reading resources purchased to support reading in KS1, linked to Letters and Sounds. Spring – Not fulfilled due to Covid 19. Summer – Not fulfilled due to Covid 19.
<b>B</b>	Improve outcomes for Pupil Premium pupils in reading in Year 1 and 2	Early star reader access for all children	An EEF and Durham University study found that 'The internet based programme increased the reading age of pupils by three additional months in just 22 weeks. The effect on low-income pupils was even greater, with their reading age improving by five additional months in the same amount of time'.	Early star reader licences  Cost: <b>£450.00</b>	43% of Pupil Premium pupils did not achieved the expected standard in reading by the end of KS1.	Autumn – Additional licences purchases to allow all KS1 children access to Early Star Reader. Spring – Not fulfilled due to Covid 19. Summer – Not fulfilled due to Covid 19.
<b>B</b>	Improve outcomes for Pupil Premium pupils in Phonics test at the end of Year 1	Phonics training for teaching staff	EEF Research found that qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key component of successful teaching of early reading.	CPD Training for teaching staff  Cost: <b>Through CPD</b>	22% of Pupil Premium pupils did not meet the required pass rate for the 2019 Phonics test.	Autumn – Internal CPD looking at direct teaching of phonics. Implemented to develop opportunities within FS and KS1. Spring – Not fulfilled due to Covid 19. Summer – Not fulfilled due to Covid 19.
<b>B</b>	Improve outcomes for Pupil Premium pupils in maths in Year 1 and 2	Use of White Rose maths resources	The Teacher Development Trust – Developing Great Teaching – one of the key findings in this review states that professional development opportunities that are carefully designed and have	White Rose maths resources  Cost:	36% of Pupil Premium pupils did not achieved the expected standard in maths by the end of KS1.	Autumn – Internal CPD looking at mathematics throughout the curriculum and using White Rose resources to develop problem solving and higher order skills. Implemented to develop opportunities throughout school Spring – Not fulfilled due to Covid 19.

			a string focus on pupil outcomes have a significant impact on student achievement	£0		Summer – Not fulfilled due to Covid 19.
<b>B</b>	Improve outcomes for Pupil Premium pupils in maths in Year 1 and 2	Use of Times Tables Rock Stars programme	Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.	Times Tables Rock Star  Cost: <b>£94.90</b>	36% of Pupil Premium pupils did not achieved the expected standard in maths by the end of KS1.	Autumn – Additional licences purchases to allow all children access to Times Tables Rock Stars Spring – Children have continued to access TT Rock Stars from home during Covid 19, developing speed and accuracy of Times Tables recall Summer – Children have continued to access TT Rock Stars from home during Covid 19, developing speed and accuracy of Times Tables recall
<b>B</b>	Improve outcomes for Pupil Premium pupils in in Year 1 and 2	Retention and development of effective and qualified staff	EEF recommendation that ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school.	2 x KS1 Teachers CPD  Cost: <b>£2.000</b>	43% of Pupil Premium pupils did not achieved the expected standard in reading by the end of KS1. 50% of Pupil Premium pupils did not achieved the expected standard in writing by the end of KS1. 36% of Pupil Premium pupils did not achieved the expected standard in maths by the end of KS1.	Autumn – Experienced teachers retained. Performance management observations ensured high quality teaching of curriculum objectives. Spring – Not fulfilled due to Covid 19. Summer – Not fulfilled due to Covid 19.

<b>C</b>	Increased levels of resilience and independence for Pupil Premium pupils.	Whole school teaching of TALKABOUT programme, promoting independence, self esteem and resilience.	TALKABOUT allows schools to set social skills targets and measure and report on progress.  Public Health England stated that schools have an opportunity to increase the resilience of the students they teach. There are a number of specific strategies that teach social and emotional skills as part of a wider strategy, which have shown some positive results; e.g. social and emotional learning (SEL) programmes	Staff training and TALKABOUT resources  Cost: <b>£760</b>	Pupil questionnaires  Wellbeing Wheels completed at the start of term	Autumn – TALKABOUT resources used throughout school to support teaching of PSHE Curriculum. Increased independence and resilience promoted. Spring – Not fulfilled due to Covid 19. Summer – Not fulfilled due to Covid 19.
<b>D</b>	Ensure at least expected progress for PP pupils who also have SEND following individual pathways	Detailed intervention programme delivered by qualified teaching assistants	Small group and 1:1 interventions with highly qualified staff have shown to be effective (EEF Toolkit)	TA (x3) 60mins daily per week x38  Cost: <b>£3,420</b>	62% of Pupil Premium SEND pupils did not achieve expected standards by the end of KS1.	Autumn – Individual targets identified for children on SEND support plans. Interventions identified and evaluated to ensure progression of identified needs. Spring – Not fulfilled due to Covid 19. Summer – Not fulfilled due to Covid 19.
<b>D</b>	Address social, emotional and mental health issues experienced by some PP pupils	Therapeutic interventions delivered by qualified staff (Lego Therapy, Draw and Talk therapy)	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. (EEF)	Learning Mentor 3 hours daily per week x 38  Cost: <b>£10,260</b>	Pupil questionnaires  Wellbeing Wheels completed at the start of term	Autumn – Identified children accessed therapeutic interventions led by learning mentor to support SEMH needs. Evaluations completed by Learning Mentor and teaching staff. Spring – Not fulfilled due to Covid 19. Summer – Not fulfilled due to Covid 19.

<b>D</b>	Address social, emotional and mental health issues experienced by some PP pupils	Referrals to Emotional Wellbeing Team	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. (EEF)	Referrals x3  Cost: <b>£1,050</b>	Pupil questionnaires  Wellbeing Wheels completed at the start of term	Autumn – No referrals currently made to EWEL team. Spring – Not fulfilled due to Covid 19. Summer – Not fulfilled due to Covid 19.
<b>D</b>	Address social, emotional and mental health issues experienced by some PP pupils	Provide counselling support for relevant children	BACP states that counselling helps with behaviour and learning and can stop mental health problems from developing further.	Counselling (up to 5 pupils)  Cost: <b>£1,800</b>	Pupil questionnaires  Wellbeing Wheels completed at the start of term	Autumn – Two referrals made to counselling service to support needs of children in KS2. Spring – Not fulfilled due to Covid 19. Summer – Not fulfilled due to Covid 19.
<b>D</b>	Address social, emotional and mental health issues experienced by some PP pupils	Maintain Parent Support Advisor to support most vulnerable pupils and their families	Pupils will learn most effectively and make most progress when other issues have been addressed which may otherwise form a significant barrier to learning.	PSA (6 hours)  Cost: <b>£6,660</b>	Pupil questionnaires  Wellbeing Wheels completed at the start of term	Autumn – PSA worked proactively with families to ensure any issues are handled quickly and efficiently and further support is made available where needed. Spring – PSA continued to support families remotely during Covid 19 lockdown. Summer – PSA continued to support families remotely during Covid 19 lockdown.
<b>E</b>	Address behavioural issues displayed by a small number of Pupil Premium pupils	Use of behaviour support service to support most extreme behaviours displayed	Evidence suggests that offering more specialised programmes which are targeted at children with either behavioural issues or behaviour and academic problems, will have a positive impact on attainment especially for older children. (EEF)	Behaviour Support Service  Cost: <b>Through SLA</b>	Exclusion records  Major Incident records  Positive Handling log	Autumn – Behaviour support service accessed for one child on two occasions. Spring – Not fulfilled due to Covid 19. Summer – Not fulfilled due to Covid 19.

<b>E</b>	Address behavioural issues displayed by a small number of Pupil Premium pupils	Use of behaviour support service to support most extreme behaviours displayed	Evidence suggests that offering more specialised programmes which are targeted at children with either behavioural issues or behaviour and academic problems, will have a positive impact on attainment especially for older children. (EEF)	CRISIS support  Cost: <b>£2026.00</b>	Exclusion records  Major Incident records  Positive Handling log	Autumn – CRISIS support accessed for one child in school who has now accessed more specialist support provision. Spring – Not fulfilled due to Covid 19. Summer – Not fulfilled due to Covid 19.
<b>E</b>	Address behavioural issues displayed by a small number of Pupil Premium pupils	Use of Learning Mentor to provide focussed support and interventions	EEF evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	Learning mentor support (2 hours daily per week x 38)  Cost: <b>£5,840</b>	Exclusion records  Major Incident records  Positive Handling log	Autumn – High level of Learning Mentor time directed to support the needs of identified child(ren) in school with behavioural difficulties. Spring – Not fulfilled due to Covid 19. Summer – Not fulfilled due to Covid 19.
<b>F</b>	Increase rates of progress for Pupil Premium pupils in Upper Key Stage 2.	Accelerated reader	EEF toolkit suggests that on average, reading comprehension approaches improve learning by an additional 5 months' progress over the course of a school year. These approaches appear to be even more effective for older readers (aged 8 years or above) who are not making expected progress.	Accelerated reader  Cost: <b>£1,350.00</b>	19% of Pupil Premium pupils in Year 6 did not meet expected standards in reading by the end of KS2	Autumn – Licences purchases to allow all KS2 children access to Accelerated Reader. Spring – Not fulfilled due to Covid 19. Summer – Not fulfilled due to Covid 19.
<b>F</b>	Increase rates of progress for Pupil Premium pupils in Key Stage 2.	After school Booster club run by qualified KS2 teachers.	Sutton Trust Pupil Premium Research: Small Group Tuition: +4 months Stretch and encouragement for PP pupils to ensure they can achieve expected and higher attainment standards.	2 x KS2 teachers (60 mins x 26 weeks)  Cost:	44% of Pupil Premium pupils in Year 6 did not meet expected standards in RWM combined by the end of KS2	Autumn – Sessions planned to begin in the Spring term to support learning leading up to SATs. Spring – Not fulfilled due to Covid 19. Summer – Not fulfilled due to Covid 19.

				<b>£5,736</b>		
<b>F</b>	Increase rates of progress for Pupil Premium pupils in Key Stage 2.	Retention and development of highly effective and qualified staff	EEF recommendation that ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school.	4 x KS2 Teachers CPD  Cost: <b>£8,000</b>	44% of Pupil Premium pupils in Year 6 did not meet expected standards in RWM combined by the end of KS2	Autumn – Experienced teachers retained. Performance management observations ensured high quality teaching of curriculum objectives. Spring – Not fulfilled due to Covid 19. Summer – Not fulfilled due to Covid 19.
<b>F</b>	Increase rates of progress for Pupil Premium pupils in Upper Key Stage 2.	Intervention programme delivered by qualified teaching assistants	Small group and 1:1 interventions with highly qualified staff have shown to be effective (EEF Toolkit)	TA 60mins daily per week x38  Cost: <b>£1,140</b>	44% of Pupil Premium pupils in Year 6 did not meet expected standards in RWM combined by the end of KS2	Autumn – Individual targets identified for children on SEND support plans. Interventions identified and evaluated to ensure progression of identified needs. Spring – Not fulfilled due to Covid 19. Summer – Not fulfilled due to Covid 19.
<b>G</b>	Improve outcome across school in writing for all pupils, including those eligible for Pupil Premium funding.	Writing moderation with neighbouring school and LA	The agreement or moderation of assessment judgements is essential so that all those involved (e.g. teachers, pupils, parents and local authorities) can make effective use of the information. Moderation is used to ensure that the assessment judgements made for any one pupil are accurate, fair, comparable with those made for all other pupils in the same class, and consistent with those made	Moderation  Cost: <b>Through SLA</b>	50% of PP children in Year 2, and 25% of PP children in Year 6 did not meet expected standards in writing.	Autumn – Internal work scrutiny within school identified areas of writing that were successful and areas for further development. Moderation between school identified for later in the school year. Spring – Not fulfilled due to Covid 19. Summer – Not fulfilled due to Covid 19.

			in other classes and in other schools. (NFER)			
<b>G</b>	Improve outcome across school in writing for all pupils, including those eligible for Pupil Premium funding.	Investment in Twinkl Handwriting resources	Joined, neat legible handwriting is an essential skill which must be taught to all children. A consistently high standard of writing is expected in order to foster a sense of pride and respect in work. Handwriting must be embedded across the curriculum , it must become an automatic process allowing children to record their thinking fluently and legibly. The National Curriculum makes a clear reference to handwriting and forms part of the expected standard at the end of KS1 and KS2.	Twinkl subscription  Cost: <b>£600</b>	50% of PP children in Year 2, and 25% of PP children in Year 6 did not meet expected standards in writing.	Autumn – All children have regular handwriting lessons in class, following resources available and delivered by class teachers. Improvements seen in handwriting throughout school Spring – Not fulfilled due to Covid 19. Summer – Not fulfilled due to Covid 19.

<b>G</b>	Improve outcome across school in writing for all pupils, including those eligible for Pupil Premium funding.	Handwriting materials (books)	Joined, neat legible handwriting is an essential skill which must be taught to all children. A consistently high standard of writing is expected in order to foster a sense of pride and respect in work. Handwriting must be embedded across the curriculum , it must become an automatic process allowing children to record their thinking fluently and legibly. The National Curriculum makes a clear reference to handwriting and forms part of the expected standard at the end of KS1 and KS2.	Handwriting materials  Cost: <b>£100</b>	50% of PP children in Year 2, and 25% of PP children in Year 6 did not meet expected standards in writing.	Autumn – All children have a handwriting book to support correct formation of letters and joins. Regular handwriting lessons delivered by class teachers. Spring – Not fulfilled due to Covid 19. Summer – Not fulfilled due to Covid 19.
<b>H</b>	Safeguarding concerns identified and addressed quickly and effectively.	CPOMS	Schools play an essential role in protecting children for abuse. They have regular contact with children and young people so are in a strong position to identify signs of abuse and neglect (NSPCC) Additional support and concerns can be quickly identified and actions can be taken, e.g. meetings with parents, referrals to outside agencies.	CPOMS  Cost: <b>£645</b>	Safeguarding concerns raised  Number of Early Help Assessment forms submitted  TAF, LAC and Child Protection meetings	Autumn – CPOMS used by all staff to record any concerns, incidents and meeting records. These are reviewed daily by SMT and further action taken where needed. Spring – CPOMS used by all staff to record any concerns, incidents and meeting records. These are reviewed daily by SMT and further action taken where needed. Summer – CPOMS used by all staff to record any concerns, incidents and meeting records. These are reviewed daily by SMT and further action taken where needed.

H	Support provided to Pupil Premium pupils and their families.	PSA to provide support and advice to parents, liaise with other agencies and attend TAF meetings.	Schools play an essential role in protecting children for abuse. They have regular contact with children and young people so are in a strong position to identify signs of abuse and neglect (NSPCC) Families need support for social and emotional issues – their own and that of their children. The school’s PSA can provide support for families, working towards more positive outcomes.	PSA (6 hours)  Cost: <b>£6,660</b>	Safeguarding concerns raised  Number of Early Help Assessment forms submitted  TAF, LAC and Child Protection meetings	Autumn – PSA worked proactively with families to ensure any issues are handled quickly and efficiently and further support is made available where needed. Spring – PSA continued to support families remotely during Covid 19 lockdown. TAF and LAC meetings attended via TEAMS. Summer – PSA continued to support families remotely during Covid 19 lockdown. TAF and LAC meetings attended via TEAMS.
I	Increased attendance and punctuality for pupils eligible for Pupil Premium funding.	PSA to target poor attendance rates	CEDAR states: “The proportion of persistent absentees decreased by almost a quarter in schools with a PSA.” The PSAs’ impact on improving parents’ engagement with their children’s learning, improved relationships between parents and the school and improved pupil attendance overall was also overwhelmingly positive.	PSA (6 hours)  Cost: <b>£6,660</b>	Persistent absentee rate for Pupil Premium pupils was 14.7%. The percentage of Pupil Premium absence is higher than that of non-pupil premium pupils (6.0%/ 4.1%)	Autumn – PSA monitors attendance and further action is taken, where needed, to target poor attendance. Spring – Not fulfilled due to Covid 19. Summer – Not fulfilled due to Covid 19.
I	Increased attendance and punctuality for pupils eligible for Pupil Premium funding.	EAL support to communicate with families where English is an additional language.	CEDAR states: “The proportion of persistent absentees decreased by almost a quarter in schools with a PSA.” The PSAs’ impact on improving parents’ engagement with their children’s learning, improved relationships between parents and the school and improved pupil attendance overall was also overwhelmingly positive.	EAL Interpreter (6x2 hour sessions)  Cost: <b>£400</b>	Persistent absentee rate for Pupil Premium pupils was 14.7%. The percentage of Pupil Premium absence is higher than that of non-pupil premium pupils (6.0%/ 4.1%)	Autumn – Referral made to EAL service to support communication with parents/children who have English as an additional language. Spring – Not fulfilled due to Covid 19. Summer – Not fulfilled due to Covid 19.

I	Increased attendance and punctuality for pupils eligible for Pupil Premium funding.	Attendance letters sent home to parents	CEDAR states: "The proportion of persistent absentees decreased by almost a quarter in schools with a PSA." The PSAs' impact on improving parents' engagement with their children's learning, improved relationships between parents and the school and improved pupil attendance overall was also overwhelmingly positive.	Admin and resource costs  Cost: <b>£200</b>	Persistent absentee rate for Pupil Premium pupils was 14.7%. The percentage of Pupil Premium absence is higher than that of non-pupil premium pupils (6.0%/4.1%)	Autumn – PSA monitors attendance and letters sent necessary. Spring – Not fulfilled due to Covid 19. Summer – Not fulfilled due to Covid 19.
I	Increased attendance and punctuality for pupils eligible for Pupil Premium funding.	Prizes for 100% attendance for pupils	CEDAR states: "The proportion of persistent absentees decreased by almost a quarter in schools with a PSA." The PSAs' impact on improving parents' engagement with their children's learning, improved relationships between parents and the school and improved pupil attendance overall was also overwhelmingly positive.	Prizes for children (each half-term)  Cost: <b>£360</b>	Persistent absentee rate for Pupil Premium pupils was 14.7%. The percentage of Pupil Premium absence is higher than that of non-pupil premium pupils (6.0%/4.1%)	Autumn – Following a complaint from a parent, prizes were suspended from half-term onwards. Spring – Not fulfilled due to Covid 19. Summer – Not fulfilled due to Covid 19.
I	Increased attendance and punctuality for pupils eligible for Pupil Premium funding.	Prizes for 100% attendance for families	CEDAR states: "The proportion of persistent absentees decreased by almost a quarter in schools with a PSA." The PSAs' impact on improving parents' engagement with their children's learning, improved relationships between parents and the school and improved pupil attendance overall was also overwhelmingly positive.	Termly prize for families (3x £20)  Cost: <b>£60</b>	Persistent absentee rate for Pupil Premium pupils was 14.7%. The percentage of Pupil Premium absence is higher than that of non-pupil premium pupils (6.0%/4.1%)	Autumn – Following a complaint from a parent, prizes were suspended from half-term onwards. Spring – Not fulfilled due to Covid 19. Summer – Not fulfilled due to Covid 19.

J	Provide support for low-income Pupil Premium pupils and their families.	Subsidised Breakfast club	Breakfast clubs can have a highly positive effect on attendance and punctuality. They can also have a positive impact on levels of engagement, concentration and behaviour for learning in children. This can improve academic outcomes (School Food Trust)	Subsidised breakfast clubs  Cost: <b>£1,800</b>	Parent questionnaires  Pupil questionnaires  Meetings with parents	Autumn – Several children attended Breakfast club, at a subsidised rate, to ensure punctuality and that children are receiving a meal before school. Spring – Not fulfilled due to Covid 19. Summer – Not fulfilled due to Covid 19.
J	Provide support for low-income Pupil Premium pupils and their families.	Subsidised After school provision	EEF evidence indicates that, on average, pupils make two additional months' progress per year from targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress.	Subsidised after school clubs  Cost: <b>£2,300</b>	Parent questionnaires  Pupil questionnaires  Meetings with parents	Autumn – Several children attended after-school clubs, at a subsidised rate, developing overall progress, health and wellbeing Spring – Not fulfilled due to Covid 19. Summer – Not fulfilled due to Covid 19.
J	Provide support for low-income Pupil Premium pupils and their families.	Ensure all aspects of the wider curriculum are accessed, e.g. residential visits, school trips.	Overall, studies of outdoor learning experiences consistently show positive benefits on academic learning. On average, pupils who participate in outdoor learning experiences make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. (EEF)	Contribution towards regular school visits/ visits  Cost: <b>£10,000</b>	Parent questionnaires  Pupil questionnaires  Meetings with parents	Autumn – School visits organised, at no cost to parents, to expand and develop children's experience and understanding of the wider curriculum. Spring – Not fulfilled due to Covid 19. Summer – Not fulfilled due to Covid 19.

<b>K</b>	Increased involvement of parents in supporting the reading of Pupil Premium pupils.	Increased range and availability of reading material linked to children's interests and understanding.	The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes.	Greater range and breadth of reading materials, particularly for Early Years/ KS1  Cost: <b>£5,750</b>	43% of Pupil Premium pupils did not achieve the expected standard in reading by the end of KS1.	Autumn – Availability of online reading resources, that are accessible at home, sourced by school. Children/parents given codes enabling them to access resources from home. Spring – Online reading resources, that are accessible at home, sourced by school. Children/parents given codes enabling them to access resources from home. Summer – Online reading resources, that are accessible at home, sourced by school. Children/parents given codes enabling them to access resources from home.
<b>L</b>	Increased involvement of parents in supporting Pupil Premium pupils.	Family Fun Fridays  Parent Participation events	Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. (EEF)	Resources for running activities  Cost: <b>£2,000</b>	Parent questionnaires  Pupil questionnaires  Meetings with parents	Autumn – Events organised in school were well attended by parents, and feedback from the events was positive. Spring – Not fulfilled due to Covid 19. Summer – Not fulfilled due to Covid 19.
<b>L</b>	Increased parental involvement in school	Family learning events, Parent workshops, Class presentations and Celebration events	Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. (EEF)	Staffing costs  Cost: <b>£3,046</b>	Parent questionnaires  Meetings with parents	Autumn – Events organised in school, e.g. parents meeting, were well attended. Spring – Not fulfilled due to Covid 19. Summer – Not fulfilled due to Covid 19.
<b>L</b>	Parents encouraged to seek support in relation to home/school liaison	PSA support for parent/carers through signposting, referrals to Harbour, outside agency support	Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. (EEF)	PSA (6 hours)  Cost: <b>£6,660</b>	Parent questionnaires  Meetings with parents	Autumn – PSA has supported families and has provided further information of services available to access support. Spring – PSA has supported families and has provided further information of services available to access support. Summer – PSA has supported families and has provided further information of services

						available to access support.
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<b>11. Budget Summary</b>		
<b>Desired Outcome</b>		<b>Cost</b>
A	Pupils eligible for PP make progress in line with national expectations in reading and writing, health and self care, number and technology.	£1,990.00
B	Pupils eligible for PP in KS1 make at least expected progress by the end of the year in order to meet age related expectations and close the gap further before end of Key Stage	£5,544.90
C	Levels of resilience will be improved, shown through improved attainment and progress.	£760.00
D	Termly reviews, Parent and pupil SEND reviews and school tracking systems will show at least expected progress. Pupils will be better equipped with strategies to change and control their behaviours/responses to situations. Pupils with SEND eligible for PP across school will make at least expected progress and close the gap further before the end of Key Stage	£23,190.00
E	Fewer behaviour incidents recorded for these pupils on school systems impacting positively on progress and attitudes	£5,840.00
F	Pupils eligible for PP in KS2 to make at least expected progress by the end of the year in order to meet age related expectations and close the gap further before end of Key Stage 2	£16,226.00
G	Pupils eligible for PP make at least expected progress by the end of the year in order to meet age related expectations and close the gap further before end of Key Stage	£700.00
H	Addressing safeguarding concerns and support for families will lead to emotional and behavioural regulation for PP pupils, allowing them to focus on school and make progress.	£7,305.00

I	Improve overall PP attendance in line with national expectations.	£7,680.00
J	Provide subsidised breakfast and after school clubs which target PP pupils to ensure basic needs are met and to enrich wider opportunities. Parents/ carers will know how to access additional support.	£14,100.00
K	Increased engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.	£5,750.00
L	Increased parental engagement ensuring that all children are supported and have their basic needs met.	£11,706.00
<b>Total Budget Spent</b>		<b>£100,971.90</b>

#### Additional Funding Supporting Provision

Notional SEND funding - £1,831.90

#### Governance

Monitoring the Effectiveness & Impact of Pupil Premium Performance

Pupil Premium Governor: Mrs Heather Airey

Pupil Premium Committee Meeting

Autumn:

Spring:

Summer:

### Autumn Summary

Progress being made towards priority areas. Data and progress information shared.

### Spring Summary

Many areas unable to be fulfilled due to Covid 19 outbreak. Priority areas to be continued as a focus for next academic year.

### Summer Summary

Many areas unable to be fulfilled due to Covid 19 outbreak. Priority areas to be continued as a focus for next academic year.

### Review Date

July 2020