



Evaluation

Pupil Premium Action Plan 2019- 2020

Barriers to learning	
In-school barriers to learning (issues to be addressed in school, such as poor oral language skills)	
A	Significantly below national average attainment on entry to the Foundation Stage in the key areas. Speech and language skills in the Foundation Stage are lower for pupils eligible for PP than for other pupils. Children also score low in their PSED scores and their listening and attention This has an impact reading and writing progress in subsequent years.
B	Mental health and wellbeing issues which impact on the pupils (and the parents) ability to engage with learning. The effect of Covid 19 on families mental health and wellbeing
C	Higher ability children unable to progress further to the higher attainment group, especially in KS2, in the different subject areas.
D	Parental knowledge and engagement in learning and school.

Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	Speech and language skills for pupils eligible for PP in Foundation Stage.	Pupil eligible for PP in FS2 make rapid progress by the end of the year so that more pupils eligible for PP meet age-related expectations.
B	Counselling support for children (and in some cases, parents) eligible for PP across the school. Suitable enrichment for pupils to increase engagement in learning.	Children in receipt of counselling support make good progress throughout the school. All PP pupils are fully engaged in learning through opportunities provided.
C	Support for higher/lower ability children across school eligible for PP.	Higher/lower ability children make good progress across the school and more PP children achieve expected/greater depth at the end of KS2.
D	Parents are supported in order to engage with the school more effectively.	Parents of PP children engage well with the school (engagement levels increase) and are able to support their children with their learning across the school.

Planned expenditure

Academic year 2019-20

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

1. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review the implementation?
A Improved speech and language skills in EYFS.	Language lead NP. NP accessing training which she will disseminate before to other TAs on a half termly basis 3 TAs trained in ELKAN so children better prepared for moving into school, particularly through improved language, literacy and numeracy skills.	All TAs will receive the training. This is a high profile area for all children in EYFS.	Observations in FS. Regularly by DHT and SENCo and Chair of govts.	HC	NP worked with children in FS and KS1 – taking children out of class in small groups – this was showing a good impact until we closed the school in March 2020. Training for ELKAN still to be done
C support for higher/lower ability children across school who are eligible for PP.	PP specialised TA Supporting children in KS2 in reading writing and maths	PP children are not progressing in-line with their peers through school and we want to diminish the difference.	Intervention start and end data Maths and writing book scrutiny to analyse impact Listening to readers to check they are on the correct level. Learning walks and lesson observations.	JF/HC	PP intervention grids show that we are targeting more PP children for ARE – there is still a significant gap in boys pp writing PP children were targeted during lockdown and given access to workpacks

					to try and narrow the gap. PP children were invited in Summer 2020
D Parents are supported to engage with the school more effectively.	Reading, phonics and maths leads to provide workshops in. Curriculum newsletters. Timetable opportunities for the parents to work with their children in class. Parent forum with a focus on PP and SPAN parent forum. Parent liaison officer and attendance officer to help engagement.	Parents need support so that they can access the curriculum and provide some support with learning. Parental involvement is proven to have impact on pupil progress.	Monitoring of parents' attendance at events, particularly the PP parents.	JF/HF	Phonics workshop took place 10 parents attended only 3 of these were PP. No other workshops took place because of COVID.

2. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review the implementation?
A Improved oral language skills in FS2	Trained language lead in EYFS. She will lead SALT sessions with EYFS. TA in FS2 ELKAN trained	We will use PP funding so that children will be supported effectively with speech and language across EYFS and into KS1.	Monitor the impact of intervention for this specifically. A case studies will be produced as evidence of the impact of the intervention. Data snapshot at the end of each term	NP, NL JF, HC	NP led SALT sessions but these were stopped when school went into Lockdown NP did packs to help with speech and language

			Ongoing assessments should be available on request		skills and worked with parents who requested it
B Counselling support for children (and, in some cases, parents) eligible for PP across the school	Trained counsellors within school to tackle mental health. Interventions include bereavement, play therapy, art therapy, Lego therapy. Parents are also supported when appropriate and necessary.	There is an increasing number of children (and parents) with mental health and wellbeing issues. We have seen that counselling support has enabled some to engage in learning.	Impact of therapy interventions to be moderated after each session is completed. Wmc/LW to complete a case study of their Elsa (mental health) intervention	LL, JF, HC	ELSA sessions continued and ELSA packs were made for children during lockdown. Therapy sessions after March did not take place unless the children attended school. Parents were contacted by parent liaison officer offering help and advice during Covid. Wellbeing checks were made on the venerable families that we could not make contact with.
D Parents are supported to engage with the school more effectively	Parent liaison officer leads on parent support. Support includes attendance (supported by DH), parenting, behaviour, routines, signposting to other services including EHAF,	Funding to support this work of parental support and early intervention is proven to have an impact on pupil progress. See EEF	Case study to be undertaken on PP with attendance issues Case study to undertaken with a PP involved in EHAF	LL, JF, HC	PP attendance could not be done because of COVID Parent Liaison officer and attendance officer worked closely with parents to see

	speech and language and identification of vulnerable families.	PP toolkit; "What Works Best?" We encourage engagement of parents from the outset. Parents to have access to courses E.G. 123 magic	Register to be taken of parents who attend courses, how many PP are attending? Reading open afternoons targeted at PP parents		if they wanted their children to attend school and to see if families were eligible for PP 12 new families were put on the PP register during lockdown because of constant communication

3. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review the implementation?
B Suitable enrichment for pupils to increase engagement in learning	We subsidise school educational visits and visitors to the school. The residential trips are subsidised in Years 5 and year 6. The pantomime visits are subsidised We target PP children for after-school clubs including sport and recorder and gardening.	We want to provide disadvantaged children with opportunities in life that they would not normally have. We believe these opportunities impact on the engagement of our pupils and on their progress and attainment.	All children will have had at least two residential by the time they leave Intake Farm. All children to have a Christmas enrichment activity. All children will have visits and visitors to bring learning to life. Usually this is one per term. Visits and visitors will be monitored and an evaluation written to	JF/HC	The children visited the Panto and the younger children had the Panto visit the school PP after school clubs ran until march in KS2 the KS1 and FS2 The EYFS went on a walk to Bethlehem Real life experiences e.g. the Bethlehem

			say how this has enriched the PP children.		<p>donkey gave them real life experiences</p> <p>There were no residential but the Y6 did have a socially distancing disco partly funded by PP</p>
Total budgeted cost:					£99,530