

Keyham Barton Pupil premium strategy statement 2019-20

**“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”
(A.P.J. Abdul Khan, 11th President of India)**

***“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,” Sister Judith
Russi***

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

1. Summary information					
Academic Year	19-20	Total PP budget	£87,790	Date of most recent PP Review	Feb 2020
Total number of pupils	165	Number of pupils eligible for PP	72 (42.42%)	Date for next review of this strategy	Sept 2020

£72,570 total allocated spend and £6,510 contingency

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
62	8	0	5 (1 also ever 6)

Current Academic Year 2019-20
(Percentages are for each cohort and the totals across the school)

Year Group	Total	FSM	Ever 6	Services	Adoption Premium
Year 6	15 (51.73%)	10 (34.48%)	4 (13.8%)	1 (3.45%)	0
Year 5	15 (57.70%)	12 (46.15%)	2 (7.69%)	1 (3.85%)	0
Year 4	13 (48.15%)	11 (40.74%)	2 (7.41%)	0	0
Year 3	10 (40%)	9 (36%)	0	1 (4%)	0
Year 2	12 (60%)	8 (40%)	2 (10%)	2 (10%)	0
Year 1	9 (40.71%)	9 (40.71%)	0	0	0
Reception	3 (18.75%)	3 (18.75%)	0	0	0
	77	62	10	5	0

2. Current achievement			
End of KS1 & 2 Attainment for: 2018 - 2019	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
		<i>School</i>	<i>National</i>
% achieving expected standard or above in reading, writing and maths	83%	76%	65%
% achieving expected standard or above in reading	83%	86%	73%
% achieving expected standard or above in writing	100%	90%	78%
% achieving expected standard or above in maths	100%	95%	79%
Progress score in Reading	3.56	3.49	0
Progress score in Mathematics	5.57	5.73	0
Progress score in Writing	4.37	4.23	0`
% achieving expected standard or above in reading at KS1	57%	79%	75%
% achieving expected standard or above in writing at KS1	57%	69%	69%
% achieving expected standard or above in maths at KS1	71%	72%	76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	PP/SEN/CP or CinN overlap – Include a progress data set for 'doubly disadvantaged' or multiple barriers
B.	Teaching quality and expectations/ tighter targeting/ monitoring of PP/SEN/CP or CinN overlap - children with gaps greater than 1.5 and including higher attainers
C.	Well-being and resilience of pupils and staff
D.	Poor oracy (i.e. infrequent exposure to range of expansive vocabulary and reading for pleasure, which impacts on the quality of writing in terms of content and composition)

External barriers (issues which also require action outside school, such as low attendance rates)

E.	Attendance and punctuality -Attendance already monitored, however, still trying to reduce persistent absentees and we are also aware of the potential negative impact of persistent lateness to school by children
F.	Adult/child and child/child relationships (including parents) and children are less frequently exposed additional opportunities for wider 'life enhancing' experiences (which support 'content, vocabulary, world experiences and general knowledge')

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>PP children/NPP and SEN/ PP and CP/CinN to make expected or better progress in reading, writing and maths</p> <p>Measure: Data PP vs Non-PP PP vs PPSEN vs Non-PP PP vs PPCP vs Non-PP – using a 'custom filter' on TT analyse groups where there may be a double/multiple disadvantages</p>	<p>Children to aim to increase the % of pupils who made more than expected progress.</p> <p>To increase attainment at KS1 to be at least in line for national (70%) for pupil premium children</p> <p>Progress to be checked through assessments, monitoring of books by subject leaders/SLT and through discussions with pupils about the progress they are making.</p> <p>Resources deployed effectively (where need is greatest)- evaluation will be through reviews and whole school trends.</p>
B.	<p>The attainment gap between PP children (and those with multiple disadvantages) to diminish</p> <p>Through high quality teaching – there will be a specific focus on these groups by the teacher</p>	<p>Aim for no significant gap in ARE between PP and non-PP children in all year groups - with a particular focus on KS1.</p>
C.	<p>Children to become more resilient and have better well-being.</p>	<p>All children to report feeling happy and safe in school in 1-1 child surveys and parent meetings.</p> <p>Fewer negative dojo points and lunchtime incidents.</p> <p>Children who are focused and engaged in their learning during observations.</p> <p>There will be an improvement in the perception of verbal and physical bullying</p> <p>Children will be assertive and equipped for healthier relationships</p>
D.	<p>Children to enjoy reading for pleasure</p> <p>Children to expand their vocabulary and share with peers</p> <p>The impact of extended vocabulary and inspiration taken from books will come through in their writing – content, composition and confidence in using different writing structures</p>	<p>Children will show an increase in reading at home for pleasure (baseline 2018-19 home reading data)</p> <p>The 'new' library system shows a high uptake in book borrowing or accessing the library during social times.</p> <p>Stamina and enthusiasm for writing will increase and this will be noticeable in book scrutinies, pupil conversations and looking at progress/attainment data.</p>
E.	<p>The attendance of PP children to rise in line with non-PP children.</p> <p>To monitor the punctuality of PP children and to analyse and act on the data accordingly.</p>	<p>Aim for 96% in all year groups for PP and non-PP children. Poor attendance to be monitored and supported by SLT/Class teacher and earlier intervention.</p> <p>Incentives offered as a prize draw for attendance and punctuality.</p> <p>Punctuality to be monitored and supported</p>

F.	<p>The relationship policy and home-school agreement promote and encourage positive relationships between all stake holders which are agreed and signed each year. Regular reviews and reflections will take place to adapt as necessary.</p> <p>Children will have the opportunities to participate in immersion days and wider life enhancing experiences</p>	<p>Increased participation in whole school events (by parents) Discussions will be positive where parents/staff/children have had a 'chat' about positivity in relational situations Questionnaires will reflect this as will increased attendance at parents evening, whole school workshops with parents etc. Pupils to be able to talk about their experiences and this will be evident in their writing</p>
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5. Planned expenditure

Academic year **2019/20**

The headings below enable schools and the Trust to demonstrate how they are using the pupil premium improve outcomes for Pupil Premium Children. These headings are the same of all Plymouth CAST schools, but can be individualised under the Chosen action/approach column.

a. Additional Teaching Staff

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>PP children/NPP and SEN/ PP and CP/CinN to make expected or better progress in reading, writing and maths</p> <p>The attainment gap between PP children/NPP and SEN/ PP and CP/CinN to make expected or better progress in reading, writing and maths children to diminish.</p>	<p>Teachers supported by SLT and SDP foci to ensure that their teaching is as effective as it can be through, on-going CPD – which includes work on Metacognition, curriculum enhancement and development. The Trauma Informed Schools Approach is also further embedded within the school culture.</p> <p>Early Reading is a feature of the whole school development plan. CPD in Early Reading and the</p>	<p>Gaps between PP and non-PP children diminished in the classes where this was used previously. 1-1 showed that PP children found working in a group or 1-1 with the class teacher helped them with their learning more so than working with other adults.</p> <p>EEF: collaborative learning + 5mths feedback + 8mths; individualised instruction + 3mths; mastery learning + 5mths; small group tuition + 4mths</p> <p>Evidence that TIS approach and understanding of ACEs supports children with disadvantage (some</p>	<p>Class teachers and subject leaders to monitor attainment and progress of all children and groups at least termly.</p> <p>Termly data meetings with SLT will review the progress of all children and groups.</p> <p>PP champion to track the progress of PP children and compare to non-PP half termly.</p> <p>PP champion to follow up with teachers regarding any children where the progress</p>	<p>SE/GB/SMcG plus relevant class teachers</p> <p>1.5 x day SENCo £15,982</p> <p>2 x ½ day HLTA cover £7600</p> <p>PP Champion – monitoring and dissemination £200 x 12 £2,400 (2 x half term)</p>

	development of a new reading policy. Complete the library project and purchase attractive reading material for KS1 and younger readers.	of whom will be PP). Early reading is linked to an improved learning. Improve reading choice and utilize technology in ensuring access to quality texts at home.	is less than expected or stilted. Where that pupil is SEN or has a pastoral need the PP champion will ensure access to Early Help processes. TIS Champion will begin to embed ideas from theory into practice across the school. Benefitting all children but with a direct focus on PP children (see pastoral support later) Whole School Development Plan for reading – will be implemented and monitored regularly throughout the year in order allow for early identification, and addressing, or need.	Library project and new reading books at KS1 (£4000 – SLS and £5166 for new reading material)
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Outcomes of Mid-Year Review:

Maths: PP children in Y1 outperform Non-PP. In all other classes, PP have lower attainment, but the gap has decreased and attainment has increased. This improvement needs to sustain momentum through continued application of the above.

Reading: There is no difference between PP and Non-PP attainment in Y1. In all other classes, PP have lower attainment, but the gap has decreased and attainment has increased. This improvement needs to sustain momentum through continued application of the above. Children are excited about the library, which should be up and running fully by Easter. This should enable further improvements for all, but in particular PP students who may not have access to a wide range of reading materials at home.

Writing: In Y2 PP children outperform Non-PP and there is no difference between PP and Non-PP children in Y5. In all

other classes, PP have lower attainment, but the gap has decreased and attainment has increased. This improvement needs to sustain momentum through continued application of the above.

End-Year Review - N.B. there have only been three in-school teaching weeks since the mid-year review.

Maths: PP children continue to perform as well or better than non-PP in Y1 and 6. Y2 PP attainment has decreased at the same rate as non-PP suggesting that the whole cohort needs greater support. Y3, 4 and 5 PP children are performing less well than their non-PP peers, but the attainment gap has decreased.

Reading: PP children perform better than non-PP in Y1 after a significant improvement in attainment. Y2 PP attainment has decreased at a greater rate than non-PP suggesting that they need significantly more support in future. The attainment gap has significantly decreased in Y3, 5 and 6. Y4 PP children continue to perform less well than their peers.

Writing: PP children in Y1 are attaining significantly lower than their non-PP peers although the gap has decreased slightly. Y2 PP attainment has decreased whereas non-PP attainment has increased. This may in part be due to their poorer reading skills. This is a cohort that will need significant additional support going forward. The attainment gap in writing has increased in Y3 and 6. Y4 PP children continue to perform less well than their peers, but the difference in attainment continues to decrease. In Y5 PP pupils outperform non-PP students.

Most cohorts (all but Y5) need the greatest support in writing lessons (or pre-teaching/follow up work from these lessons) in order to diminish the attainment gap. Look at how teaching is delivered in Y1 where PP attainment is better than non-PP in two subjects and Y5 writing as that's the only cohort where PP attainment greater than non-PP in writing..

All children will need to be baselined in September and teaching adapted accordingly as a result of children engaging at differing levels with home learning during the coronavirus lockdown. Once the cohorts and individuals with the greatest need have been established, support can be allocated accordingly. This will be assessed through a two week recovery curriculum for all.

Total Planned Expenditure:	£35148
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b. 1-1 Intervention - Academic

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£
c. 1-1 Intervention - Social				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>The attendance of PP children to rise in line with non-PP children. To monitor the punctuality of PP children and to analyse and act on the data accordingly.</p> <p>Children to become more resilient and to have better well-being</p>	<p>Consider targeted children (persistent absence) to have their own reward chart for attendance and punctuality.</p> <p>We are going to trial (2019-20) a whole school incentive for 96% attendance and punctuality – e.g. a family day trip with transport and a picnic to Woodlands to win as a prize (raffle tickets put into a draw after each long term) – Prizes to be given out at the end of the Summer Term. Each long term???</p> <p>We have extra adults on the doors to meet and greet our children with friendly smiles so that children make a positive</p>	<p>Where children have awareness and ownership of their targets they feel a greater sense of 'agency'. Where they can work towards their own attendance/punctuality targets there is a greater likelihood of success.</p> <p>Where parents are struggling in getting children to school or arriving on time the class teacher/SENCo will support the background difficulties.</p> <p>MAST has a high level success rate and is a highly regarded intervention.</p>	<p>PP children will be screened and a clear baseline established. Targeted children will have their own attendance and punctuality reward chart.</p> <p>The incentive idea will be shared at KS2 talk assembly and through the school council to determine if it is a trial they would like to have a go at as a school family.</p> <p>The embedding of adults using welcome 'greetings' will be monitored by the SLT.</p> <p>For targeted children (regarding pastoral care) an action plan will be devised</p>	<p>SE/GB/SMG/JA S</p> <p>Incentive Prizes including day trip prize - £500</p> <p>£35 per 63 pupils £2,205 – MAST high level buy in</p> <p>Nurture and pastoral HLTA - £6,691</p>

	<p>start to their day. Teachers and TAs offer greeting 'choices' when welcoming the children into the classrooms.</p> <p>High level access to MAST (Multi-agency Support Team) – 75% of pupils last year who accessed this service were PP.</p> <p>From Summer 1 we will no longer be buying an in-school learning mentor so we will release our TIS/ELSA trained TA to work with these vulnerable children. She will continue 'Talk Time' where 64% of pupils that have needed to access her have been PP.</p> <p>SENCo will also be 'on call' as an emotionally available adult for PP and PP/SEN/multiple disadvantage pupils (and their parents). Also will complete the necessary steps to engage with higher level support such as Lead Professional in EHATs/MAST/Outside agency referrals and working with the police/FIP as required.</p>	<p>A significant number of pupil premium children have dealt with/are dealing with challenges at home or emotional/social barriers to learning. In these sessions they have the opportunity to discuss and work through problems with a trusted adult in a calm, relaxed atmosphere.</p> <p>EEF: social and emotional aspects of learning +4 mths; parental involvement +3 months</p>	<p>which will be monitored regularly for impact between the Pastoral TA/SENCo and the class teacher and child.</p> <p>SENCo will ensure referrals made to MAST are timely and appropriate – asking for the correct aspect of early help.</p> <p>SENCo will also ensure EHAT/Gateway processes are followed in a timely and effective manner.</p>	
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Outcomes of Mid-Year Review: In EYFS, 3 and 4 PP children have greater attendance on average than Non-PP. However, in the other classes, PP attendance is less than Non meaning that the overall picture for the school is 94.4%

PP compared to 95.2% for Non- PP. Both these percentages are lower than the target of 96% due primarily to a widespread sickness and diarrhoea outbreak before Christmas. Individual pupils with low attendance continue to be flagged up to teachers who have discussed poor attendance with parents at parents' evenings. There are 11 PP children spread unevenly across year groups, who contribute significantly to the discrepancies in the data. These children are being supported by the pastoral TA. Review attendance at the end of the spring term.

Liaise with the pastoral HLTA to get a baseline of attendance, attainment and well-being for the children she specifically works with and review their progress in all of these areas at the end of each term.

End-Year Review - N.B. there have only been three in-school teaching weeks since the mid-year review.

We didn't reach the end of the Spring term and it became very chaotic with preparing to teach remotely due to coronavirus. Liaising with the pastoral HLTA as suggested above didn't happen. However, she has maintained contact with the children on her list through at least weekly phone calls or house visits. She has provided these pupils and their families with paper learning packs, where needed, and social support. In line with government guidelines, these vulnerable pupils have been encouraged to come into school, although only a minority have taken up this offer. This will be done from September.

Attendance has decreased for PP and Non-PP pupils as some children started isolating at home before school officially closed as part of the government's lockdown. The current figures are not an accurate representation of attendance. Attendance will continue to be monitored across each cohort in September. All teachers have been sent a breakdown of each PP student in their future class so that they can monitor and support the attendance of those children who need it most. The Y6 cohort contained half of the PP children with persistent absence. With these children moving on to secondary school, there should be a significant decline in persistent absenteeism in our PP population.

Upon our return in September, all pupils will take part in a two week recovery curriculum to address their well-being following lockdown. PP students who need additional support beyond this will be referred in first instance to the pastoral HLTA and on to outside agencies if significant help is required.

Total Planned Expenditure:	£9396
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d. Group Intervention - Academic

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Children will have the opportunities to participate in immersion days and wider life enhancing experiences	See additional teaching staff section. School to fund their involvement	Many disadvantaged children do not get the same breadth of opportunity as less disadvantaged pupils – this will give them the opportunity to engage in all educational trips without any monetary concerns. Supports well-being, academic development and relational development.	Parents of PP children will be informed that trips and breakfast club/afterschool club are subsidised for their children.	SE/J-AS and class teachers

Outcomes of Mid-Year Review: see above
No PP children have missed out on trips/visits due to cost.

End-Year Review - N.B. there have only been three in-school teaching weeks since the mid-year review.

No trips or visits have been held during lockdown. Breakfast and afterschool club provisions have still been running for those pupils allowed to attend school with subsidies available.

Total Planned Expenditure:			£5,000
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e. Group Intervention - Social

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
The attendance of PP children to rise in line with non-PP children. To monitor the punctuality of PP children and to analyse and act on the	As above...and... KS1 and KS2 Social Club at lunchtime supporting pupils with Communication / Emotional/behavioural difficulties and those in our	Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn.	Children will be screened and a clear baseline established. For targeted children an action plan will be devised which will be monitored regularly for impact.	GB/AMc £3,621- A Mc

<p>data accordingly.</p> <p>Children to become more resilient and to have better well-being</p>	<p>Support Centre.</p> <p>Attendance at Military Kids Club (MKC) with other network schools. PSA to attend adult network meetings termly. Transport to Help the Heroes events.</p> <p>Support for vulnerable families struggling to get pupils to regularly attend school and emotional support for parents as an ELSA trained TA, class teachers, SLT.</p>	<p>To be able to meet with and identify with children in a similar situation. EEF: Social and emotional aspects of learning +4 months; parental involvement +3 months</p> <p>PP children with historically poor attendance to be supported to come into school. Individual attendance support programmes worked last year and will now be rolled out sooner and for more pupils. Students are given an opportunity to talk about their emotions in a safe and secure environment. They are able to discuss any worries or concerns that they may have. They will feel more secure and resilient, increasing their confidence and sense of wellbeing</p>	<p>Through pupil 1-1 surveys the children report positive experiences and impact on their learning.</p> <p>Pupil conferencing and surveys before, during and after the support group sessions will show the impact of this intervention. Parental surveys and meetings will show any impact on the children at home.</p>	<p>SMc and transport £2,775</p> <p>SMc – transport and food bank driving/ time for charity funding bids £500</p>
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Outcomes of Mid-Year Review: No specific data for the children in receipt of the above. Get lists of children who attend/receive support and review the impact on their attendance and attainment. Liaise with the pastoral HLTA to get a baseline of attendance, attainment and well-being for the children she specifically works with and review their progress in all of these areas at the end of each term. Repeat the same process with the adult running social club.

Complete PP pupil surveys in the summer term to review well-being and opinions of school.

End-Year Review - N.B. there have only been three in-school teaching weeks since the mid-year review.

We didn't reach the end of the Spring term and it became very chaotic with preparing to teach remotely due to coronavirus. Liaising with the pastoral HLTA as suggested above didn't happen. However, she has maintained contact with the children on her list through at least weekly phone calls or house visits. She has provided these pupils and their families with paper learning packs, where needed, and social support. In line with government guidelines, these vulnerable pupils have been encouraged to come into school, although only a minority have taken up this offer. This will be done from September.

Attendance has decreased for PP and Non-PP pupils as some children started isolating at home before school officially closed as part of the government's lockdown. The current figures are not an accurate representation of attendance. Attendance will continue to be monitored across each cohort in September. All teachers have been sent a breakdown of each PP student in their future class so that they can monitor and support the attendance of those children who need it most. The Y6 cohort contained half of the PP children with persistent absence. With these children moving on to secondary school, there should be a significant decline in persistent absenteeism in our PP population.

Upon our return in September, all pupils will take part in a two week recovery curriculum to address their well-being following lockdown. PP students who need additional support beyond this will be referred in first instance to the pastoral HLTA and on to outside agencies if significant help is required. PP surveys have not taken place in the summer term. This could be built into the final day of the recovery curriculum for all students to help to assess those children who would benefit from further help.

Total Planned Expenditure:	£6,896
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f. Learning Resources

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
PP children/NPP and SEN/ PP and CP/CinN to make	Oracy project – ongoing – embedded approach	PP children observed as having poorer vocabulary knowledge	Oracy project leaders will monitor planning and	LF/GB/SE £1050

<p>expected or better progress in reading, writing and maths</p> <p>The attainment gap between PP children (and those with multiple disadvantages) to diminish</p> <p>Children to become more resilient and have better well-being.</p> <p>The attendance of PP children to rise in line with non-PP children. To monitor the punctuality of PP children and to analyse and act on the data accordingly.</p>	<p>1:1 work from SALT recommendations where direct NHS work will not be available Library project to be completed</p> <p>Prizes to link to attendance/punctuality dojos – whole school incentive (Keyham Keys – behaviour and learning foci to be developed). If the children are not here or are late they will already be at a disadvantage.</p> <p>Improvements to digital technology in school – assistive technology to be used with some SEN/PP pupils</p> <p>Books and development of a school library – to be completed year 2019-20 Link to developed ICT/access to spoken/audio books and to include 'story telling sessions'</p>	<p>and weaker self-expressive language skills. We are in receipt for some funding for this project.</p> <p>Speech and language through the NHS has been restricted to only a few cases who will be seen 1:1 – therefore additional time will need to be allocated to pupils who are PP/SEN</p> <p>EEF: oral language interventions + 5mths</p> <p>Parental meetings and child surveys indicated that children enjoy using technology and feel more motivated to engage when technology is available. Currently technology and Wi-Fi access is limited.</p> <p>EEF: digital technology + 4mths</p> <p>Reading is an area for whole school development and PP children performed significantly worse in reading in the Year 6 SATs tests. Parents reported children enjoying reading books/liking reading with their child at</p>	<p>outcomes in reading and writing for all pupils including those in receipt of PP funding.</p> <p>Parents and children will report greater experience of using digital technology in school and greater enjoyment in lessons.</p> <p>Assistive technology will be developed and used for pupils where the gap for ARE and progress needs to be diminished.</p> <p>Observations will support this.</p> <p>Diminished difference in reading attainment across cohorts and higher rates of expected progress.</p> <p>Children and parents to report enjoying the new books and environment.</p>	<p>SE/magika £20,000 – laptops class sets</p> <p>Junior Librarian - £2,000</p>
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	<p>for children</p> <p>Music tuition participation to continue to rise above 50% of all pupils learning an instrument to be PP (and therefore funded for their place)</p> <p>FRIENDS Resilience and TIS approach</p>	<p>home/having a variety of books read to them in school.</p> <p>EEF: parental engagement + 3mths; phonics + 4mths</p> <p>Parents requested greater opportunities for their PP children to learn to play an instrument as their children have expressed an interest at home but they can't afford the tuition.</p> <p>Last year the uptake for music tuition (because of the PP focus meant nearly half of the children participating in music tuition were PP and therefore funded.</p> <p>EEF: arts participation + 2mths; parental engagement + 3mths</p> <p>Questionnaires, data and observations show a low level of emotional regulation and literacy. FRIENDS resilience is recognised by the World Health Organisation as an effective strategy in improving anxiety. (See below)</p>	<p>Children and parents in their surveys and meetings to report enjoyment with learning to play an instrument. Observations to show children better able to focus in class.</p> <p>Child and parent questionnaires will show an improvement in the perception of verbal and physical bullying.</p> <p>Improved emotional wellbeing</p> <p>ARE will rise.</p>	<p>£5,000 music tuition availability</p> <p>Friends Resilience resources £5 per head (Y1 and Y4) £300</p>
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		TIS is a national evidence based approach		
<p>Outcomes of Mid-Year Review: KS2 music tuition uptake is as good for PP children as Non-PP. Review these pupils' attendance and attainment specifically in future. Library project is not yet complete, but PP children have been motivated to apply for the roles of librarians alongside Non-PP students. Children in Y1 and Y4 have completed the FRIEND's Resilience programme for their key stage. Numbers of negative dojos have decreased in these classes for all pupils.</p> <p>Complete PP pupil surveys in the summer term to review well-being and opinions of school.</p> <p>End-Year Review - N.B. there have only been three in-school teaching weeks since the mid-year review.</p> <p>Music tuition has not been happening during lockdown and face-to-face tuition is looking unlikely in September. Online tuition to be looked into. The library project was put on hold during coronavirus and children are being discouraged from taking paper resources between home and school. All pupils have been provided with school logins to online reading resources whilst this limitation is in place. When it is deemed safe, the project will start moving again with PP pupils heavily encouraged to take on a role.</p> <p>Upon our return in September, all pupils will take part in a two week recovery curriculum to address their well-being following lockdown. PP students who need additional support beyond this will be referred in first instance to the pastoral HLTA and on to outside agencies if significant help is required. PP surveys have not taken place in the summer term. This could be built into the final day of the recovery curriculum for all students to help to assess those children who would benefit from further help.</p>				
				£28,350
g. Staff Training				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead

<p>The attendance of PP children to rise in line with non-PP children. To monitor the punctuality of PP children and to analyse and act on the data accordingly.</p> <p>Children to become more resilient and have better well-being.</p>	<p>FRIENDS programme to be embedded in Y1 and Y4 for our second year cycle</p> <p>Training HLTA costs for TIS and costs of embedding the approach – staff supply costs/resource creation/parent meeting resources</p> <p>HLTA to take on the caseload of the 2018-19 school-based learning mentor</p>	<p>The programme is recommended by Plymouth Council. A significant proportion of PP children have experienced at least one episode of trauma in their life and many are likely to go on to. These experiences can have a negative impact on their attendance as well as their well-being/ability to stay focused. The programme will equip them with the skills to identify what they feel and why and to come up with strategies to effectively manage what they are feeling. See evidence and research on ACES</p> <p>EEF: behaviour interventions + 3mths; social and emotional learning + 4mths</p> <p>Teachers can video their own practice and work with SLT and peer teachers in noticing and planning areas for further improvement</p>	<p>All school adults will be trained in the programme before delivering it to pupils. Children in Y1 and Y4 will self-assess before and after. Children and parental surveys will report improved well-being.</p> <p>PP attendance will continue to increase to become greater than or equal to 96%.</p>	
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Outcomes of Mid-Year Review: Children in Y1 and Y4 have completed the FRIEND's Resilience programme for their key stage. Numbers of negative dojos have decreased in these classes for all pupils.

In EYFS, 3 and 4 PP children have greater attendance on average than Non-PP. However, in the other classes, PP

attendance is less than Non meaning that the overall picture for the school is 94.4% PP compared to 95.2% for Non-PP. Both these percentages are lower than the target of 96% due primarily to a widespread sickness and diarrhoea outbreak before Christmas. Individual pupils with low attendance continue to be flagged up to teachers who have discussed poor attendance with parents at parents' evenings. There are 11 PP children spread unevenly across year groups, who contribute significantly to the discrepancies in the data. These children are being supported by the pastoral TA. Review attendance at the end of the spring term.

Complete PP pupil surveys in the summer term to review well-being and opinions of school.

End-Year Review - N.B. there have only been three in-school teaching weeks since the mid-year review.

See previous headings for evaluations of PP attendance and well-being surveys.

Total Planned Expenditure:				Costed above
h. Enrichment/Raising Aspirations				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
PP children/NPP and SEN/PP and CP/CinN to make expected or better progress in reading, writing and maths	Access to G+T Workshops for AMA to provide challenge and opportunities for more able children in both Key Stages to extend their skills and make accelerated progress in writing/maths.	To practice and develop skills independently and also have opportunities to develop reasoning skills. EEF: mastery learning +5mths	Child will be able to articulate their progress by showing how they have improved their work. Termly data meetings will review the progress made. Subject leads will track progress of AMA termly.	CB/VOC/SLT/Admin £1000
The attainment gap between PP children (and those with multiple disadvantages) to diminish	Subsidised trips and visits (linked to the curriculum) including Y6 residential. Children in all year groups have access to educational	There is a greater sense of equality and inclusion in that the children are able to participate in visits, without any financial hardship.	Children are able to participate in school visits. Through pupil conferencing the children report positive	Costed above
Children to become more				

resilient and have better well-being.	visits and Year 6 have access to a residential visit to Porthpean which would be outside the financial limitations of some families. All pupils have access to theatre group and visitors in school. This experience is followed up in school.	EEF: Sports Participation + 2mths; Arts Participation + 2mths; outdoor Learning + 3mths	experiences and impact on their learning. Admin will ensure that parents are aware of this subsidy and know how to access the funding (discreetly) should they wish to take up the offer.	
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Outcomes of Mid-Year Review: No PP children have missed out on trips/visits due to cost and have been made aware of funding as necessary. Complete PP pupil surveys in the summer term to review well-being and opinions of school.

Subject leaders have spoken to PP and Non-PP children about their learning and have fed back to teachers with strategies for further improving teaching and learning in their classes based on the children's responses.

Chase opportunities for G and T workshops going forward.

End-Year Review - N.B. there have only been three in-school teaching weeks since the mid-year review.

See previous sections for evaluations of trips/visits and PP surveys. G and T workshops have not been able to happen during lockdown.

Subject leaders to review the data from the assessments carried out during our two week recovery curriculum period. This should identify those PP children who need support with different areas of the curriculum (either compared to their non-PP peers or compared with their pre-lockdown attainment). Where children are identified as having significant gaps that would make accessing their new year group's content particularly challenging, suitable interventions and in-class strategies should be suggested.

Total Planned Expenditure:				£1000
i. Home Support (e.g. breakfast club, EWO etc.)				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>The attainment gap between PP children (and those with multiple disadvantages) to diminish</p> <p>Children to become more resilient and have better well-being.</p> <p>The attendance of PP children to rise in line with non-PP children. To monitor the punctuality of PP children and to analyse and act on the data accordingly.</p>	<p>Class teacher/Office/Vulnerable pupils meeting to monitor PP attendance and, where necessary, phone families within 15 minutes of pupils not arriving at school; visit homes and provide additional support.</p> <p>SLT/Class teacher/TIS TA to support vulnerable, hard to reach families, parents, CAFs. A programme of workshops/ courses organised to help parents build social groups as well as improve ways to support their children's learning at home. Either created 'in house' or bought in from Plymouth Council teams.</p> <p>Children who are eligible for FSM/PP have access to</p>	<p>When children are in school they are learning and low attendance leads to lower attainment and progress. Poor attendance can also be a safeguarding concern for this potentially vulnerable group. NFER 2015, Supporting the attainment of disadvantaged pupils Addressing Behaviour and Attendance. PP attendance remains below non PP with some key pupils being responsible for this difference. Targeted support in place for targeted individual children. They feel more secure and confident and are able to manage their emotions more readily.</p> <p>EEF: Social and Emotional aspects of learning +4mths; individualised instruction +2mths; parental involvement +3mths</p>	<p>Whole school monitoring of attendance will continue with office staff and class teachers being made more aware of who to monitor more closely. Parents are contacted by the office staff /PSA immediately when absence recorded. There is a dedicated member of staff HT/Pastoral Lead with a responsibility for monitoring attendance. Termly meetings with the Education Welfare Officer to take place and children/families who are causing concern. Attendance of PP pupils to rise to 96%. Individuals with poor attendance last year to have improved attendance this year.</p> <p>Records and evaluations shared with the school, as appropriate. The impact in school will be recorded</p>	<p>SMc £already budgeted for above Admin and SE/RR/GB</p> <p>SMc £500 for refreshments/travel</p>

	<p>subsidised breakfast club. This is to ensure they have a suitable breakfast before starting school. The transition period from home to school will also give them a better emotional start to the day. It also ensures that parents are better able to go to work.</p> <p>Multi-agency support (MAST) for vulnerable pupils and their families, includes learning mentors, therapists, counsellors, family support workers and EP.</p>	<p>This will provide a firm foundation for targeted children to be ready to learn and set for the day. Numbers increased over last year and children reported enjoying the club and the food in their surveys.</p> <p>Targeted support in place for targeted individual children. They feel more secure and confident and are able to manage their emotions more readily. Numerous successful examples from last year including the award of an EHCP and improved attendance.</p>	<p>through discussions with the class teachers. Parents will be asked to contribute to discussions about the impact of the intervention. Parent questionnaires will also be analysed.</p> <p>Records and evaluations shared with the school, as appropriate. The impact in school will be recorded through discussions with the class teachers</p> <p>Records and evaluations shared with the school, as appropriate. The impact in school will be recorded through discussions with the class teachers. Parents will be asked to contribute to discussions about the impact of the intervention.</p>	<p>KT/TW/KMc £1,500</p> <p>GB/teachers as required (Already budgeted above)</p>
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Outcomes of Mid-Year Review: All teachers have received lists of the individual attendance figures for the PP children in their classes. These lists are colour-coded with children need monitoring. Children who have low attendance (90-95%) or who are persistent absentees are highlighted and the reasons for these absences have been explored. Where necessary, these children have been referred to sessions with the pastoral HLTA. Class teachers chase up office staff to find out the reasons for these absences ASAP each morning and speak with parents to come up with ways to improve attendance both at parents' evenings and as needed during the year. Attendance at the end of the autumn term across the school was poor due to a major S and D outbreak. Review attendance figures at the end of the spring term. Children are keen to be the best attending class each week in return for extra playtime.

Complete PP pupil surveys in the summer term to review well-being and opinions of school.

End-Year Review - N.B. there have only been three in-school teaching weeks since the mid-year review.

See previous sections for evaluations of attainment, attendance figures and PP pupil well-being surveys.

Total Planned Expenditure: £2000

j. Other, not captured by any of the above

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
PP children/NPP and SEN/PP and CP/CinN to make expected or better progress in reading, writing and maths Children to become more resilient and have better well-being.	SENCO 1 day release once a week (or equivalent). Specifically focused on the needs of pupil premium children with SEN. Giving advice and support for class teachers for specific children who are both PP and SEN. Referrals for TIS practitioner learning mentors, therapists and counsellors to support the learning needs of the PP children (MAST). And	There is a significant overlap between children with a SEN and those pupils who are entitled to pupil premium funding. This relationship still needs further exploration. There will also be opportunities to observe children in class and at playtimes and to work alongside Teachers and TAs to improve quality of provision.	Learning Walks, performance management, monitoring of planning and assessment data. Evaluations and reports from outside agencies.	Costed above

	additional support such as EHATs etc. as mentioned above.	EEF: social and emotional aspects of learning +4mths		
<p>Outcomes of Mid-Year Review: Complete PP pupil surveys in the summer term to review well-being and opinions of school.</p> <p>Subject leaders have spoken to PP and Non-PP children about their learning and have fed back to teachers with strategies for further improving teaching and learning in their classes based on the children's responses. Review attainment data comparing PP and Non-PP at the end of the spring term.</p> <p>End-Year Review - N.B. there have only been three in-school teaching weeks since the mid-year review.</p> <p>Our SENCO has been on long-term sick leave. Just before lockdown, support from ST Boniface was brought in. In September, an internal member of staff will take on some of this role one day a week.</p> <p>See previous sections for evaluations of PP progress and well-being surveys.</p>				
Total Planned Expenditure:				Costed above

6. Additional detail

This strategy will be subject to ongoing monitoring throughout the year. Changes will be made dependent on the needs of individual children and cohorts as deemed necessary.