

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	346
Total number of pupils eligible for PPG	46.97
Amount of PPG received per pupil	£1,345 £310 – Service child £2,345– Previously looked after
Total amount of PPG received	£63,175.

Main Barriers to Educational Achievement Faced by Eligible Pupils

- Trust and engagement of some parents along with their ability to support children with their learning.
- Less access to online learning for disadvantaged households leading to increased gaps in attainment between them and their peers.
- Children's emotional well-being and resilience.
- Children's attendance.
- The academic aspirations and expectations of parents and children.
- Children's entry point in Speaking and Listening.
- Poor Reading and Numeracy skills

Record of PPG spending by item/project					
Item/project	Cost	Objective	Reasons for this approach	Success Criteria	Review Spring
The RADY project and AFA meetings conducted by class teachers 1 day supply to cover Pupil Premium Lead meetings with David	No cost- use of management time/ reporting and assessment time	To ensure effective analysis of assessment data for cohorts of children over their time in school. To engage parents and carers in their	The RADY project analyses data for cohorts of children over their time in school. This allows us to examine how far they are 'closing the gap' in attainment	1. Clear and accurate analysis of data allowing for a targeted approach to interventions/ approaches to	

Hollomby from the RADY project		child's learning and to clearly identify areas in which the school can support the family.	<p>between themselves and their peers. The AFA meetings give all parents/ carers a termly meeting to discuss the specific needs of their family. This empowers them to take a lead in their child's education and helps to develop a real team approach. Children are also involved in these meetings, ensuring they can feel ownership of the targets set. We analyze these meetings and make changes to our whole school approach where necessary.</p>	<p>improving attainment.</p> <ol style="list-style-type: none"> 2. An increased number of green RAG ratings on parental engagement. 3. Positive responses from pupils and parents on questionnaires. 4. Children will have met objectives set in termly meetings. 5. A provision tailored to the needs of the children. 6. Children and parents taking a lead on issues in school. 7. An increase in the attendance of Pupil Premium children. 8. All Pupil Premium children to make expected level of progress. 	
The RADY project	£1150	To ensure that Disadvantaged children make accelerated progress.	It ensures that the data collected is used effectively to ensure progress of vulnerable groups.	<ol style="list-style-type: none"> 1. Disadvantaged children to make accelerated or expected progress and achieve ARE. 	
KS2 Interventions- TA for 3 days a week	£9,756	To ensure that Disadvantaged children make accelerated progress.	To allow targeted interventions based on the analysis of data, ensuring that we close the gap in attainment.	<ol style="list-style-type: none"> 2. Disadvantaged children to make accelerated progress to ensure they close the gap in attainment between themselves 	

				and their peers.	
Emotional Literacy Support Assistant.	£13,000	To develop the children's emotional resilience and enable them to achieve their full potential.	To ensure children have the emotional skills they need to access learning and meet their potential. Without effective strategies to deal with emotions, children are unable to access learning.	<ol style="list-style-type: none"> 1. An increased score for children using the Thrive/ ELSA assessment. 2. An increase in the attendance of Pupil Premium children. 3. Improved engagement and resilience leading to improved academic achievement. 	
Employ a Family support worker to support children and their families.	£15,000	To reduce barriers to learning and support good attendance. To increase the supportive capacity of the school in the home environment.	The Family Support Worker helps to improve the attendance of the children and engagement of parents by building strong relationships with parents and children, building networks between parents, educating parents and making links with other agencies.		
Additional TA hours (5 hours- Mrs Coyne) for S&L input in KS1 and EYFS.	£2,200	To develop and improve the speech, language and communication skills of the youngest learners.	<p>Children's speech and language is a key indicator for how they will perform through school. Improved speech and language skills allow children to fully access the exciting curriculum and learning opportunities available to them.</p> <p>The youngest learners are targeted to ensure that we give the children the best opportunity to catch up with their peers.</p>	<ol style="list-style-type: none"> 1. Pupils will meet Speech & Language objectives set by Speech and Language Therapist. 2. Increase in the number of children reaching the ELG. 	
Personalised provision of Breakfast Club and Free School Meals.	£8,000	To ensure that children arrive at school able to start their day. To provide a healthy, hot meal. To provide respite to families and carers.	This is to improve attendance of children to ensure they arrive in school on time and do not miss out on valuable learning time. Also attendance at Breakfast Club	<ol style="list-style-type: none"> 1. Positive parental feedback. 2. Improved attendance of children 	

			ensures they have eaten a healthy meal before school, improving their concentration. After school club also ensures children have a healthy hot meal and provides much needed support for families and carers.		
Subsidise extra-curricular activities for identified children.	£1000	To ensure all children have access to extra-curricular clubs and activities.	These extra-curricular clubs not only improve children's confidence but also give them life skills and experiences which directly impact their learning. For example, improving stamina, independence and concentration.	1. More Pupil Premium children attending extra-curricular clubs.	
Provision of holiday outings and activities for all PPG families/children at Level 3 and 4 of The Continuum of Need.	£2000	To maintain links with families through potentially difficult holiday periods. To broaden the lived experiences of the most vulnerable children.	These visits provide respite for families during holiday periods, provide life experiences and help to maintain a link and contact with school.	1. Positive parental and pupil feedback on questionnaires. 2. Improved relationship between school and families leading to better engagement.	
Subsidise educational visits, music events and artistic opportunities. Offset 100% of trips etc for PPG children. Offset 50% of residential visits for PPG children.	£9,000	To ensure that all children are able to participate in trips and visits.	As a result of this expenditure, children do not miss out on vital learning opportunities due to financial restrictions.	1. All Pupil Premium children attend educational visits.	
Hardship fund available through the Family Support Worker for families at times of crisis.	£2,000	To ensure that families and children have the essentials to ensure engagement in education and school.	This ensures children do not miss out on vital learning opportunities due to financial restrictions.	3. All pupils able to attend/benefit from educational visits/experiences.	

Summer Holiday Club	Grant	To ensure children have access to two nutritious meals over the holiday. To educate children about the importance of eating healthy food, where food comes from and the importance of being active	Families who access Free School Meals during term times are left with a big increase in the amount of food to buy; this has an impact on their family budget. It ensures children have an active summer, developing their social skills and experiencing new things.	<ol style="list-style-type: none"> 1. Children have two nutritious meals four days a week during the holiday period. 2. Children are active and can explain the importance of being active. 3. Children understand where food comes from and how to ensure their diet is healthy. 	
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Total PPG received	£63, 175
Total PPG expenditure	£63, 106
PPG remaining	£69

Measuring the Effect of the Pupil Premium Expenditure

The effect of the Pupil Premium Expenditure:

1. **Performance:**

Through data collected half termly and discussed at Pupil Progress Meetings. Data is also collected as part of the RADY project and analyzed by the Pupil Premium Lead on a termly basis. Target setting for Disadvantaged and Pupil Premium children through the RADY project to raise attainment and progress.

2. **Parental Engagement**

A RAG rating is carried out as part of the Structured Conversation process to measure the impact on parental engagement.

3. **Thrive/ ELSA**

Baseline data is collected for all children, through the Thrive program in September and analyzed on a termly basis. The referral form for children to attend the ELSA program collects numerical data on their understanding on entry. This form is completed again at the end to measure the impact on the child.

4. **Attendance Figures**

5. **Case Studies**

Case studies are compiled on a range of Pupil Premium children.

6. **Pupil and Parental Questionnaires**

Questions asked allow us to gain a picture of parental and pupil engagement.

7. **Lesson Observations**

During lesson observations Senior Leaders look for and comment on the achievement and engagement of all children.

8. **Parent Focus Groups**

As part of the RADY project parent focus groups help us to measure the response to the program and identify possible areas for improvement in our provision.

Strategic Plan

Long term aims spending PPG:

To ensure the continual improvement of the whole school community.

To establish high expectations and a culture of success.

To develop the determination and resilience of the most vulnerable learners.

To improve and raise the aspirations of both vulnerable learners and their families.

To ensure that disadvantaged pupils are at least on track with their peers and have every opportunity available to progress and improve in the basic skills, develop in their self-confidence and in their own emotional and well-being.

Action Plan

Actions	Timescale	By Whom	Success Criteria
Further develop the School Summer Scheme for 4 weeks of the summer. 4 days a week 4 hours a day including FSM provision for all PP families all summer, transition opportunities for Year 6 pupils and family cooking.	June – September 2020	PP Lead School Bursar Head Teacher	Children have access to a holiday club where they can access a healthy meal, physical activity and education on healthy eating.
Ensure all PP/ Vulnerable children have 5 point scale and an individual cool bag of strategies. (Implemented after school 6 children at a time once a week on a rolling program.)	September 2021- April 2021	ELSA Staff/ TAs	Children will use strategies to support their emotional wellbeing allowing them to better access learning in school. Increased progress and attainment.
Extra Forest School/ ELSA sessions to create an ongoing memorial/time capsule project which children can add to over time.	June/ September	PP Lead, Forest School Lead,	Children have created a memorial garden and

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PP/ vulnerable children to take a lead on fundraising and planning for a memorial garden, time capsule, launch event.	2020- July 2021	Family Support Workers All Staff	time capsule project to be launched in July 2021
Analyse pupil attainment using professional judgements from Balance initially and use these to implement a series of interventions for KS2. Carry out assessments when children return to school to identify gaps in basic skills and implement interventions.	June- December 2020	PP Lead KS3 Lead Teachers TAs	Children make accelerated progress towards aspirational targets.
Quality first teaching with RWI and White Rose Maths and Literacy Company Plans consistently used across the school and vulnerable children identified as 'spotlight' children.	September 2020- July 2020	All Staff	Children make accelerated progress towards aspirational targets.
Implementation of the Structured Conversations between class teachers and parents <ul style="list-style-type: none"> • Termly extended parent evening meetings setting out individual objectives, targets and actions for each child. • Completion of new ongoing case study information for each child by class teacher linked to Balance • Completion of preferences grid to identify tailored support for each child. • Analysis of children as leaders/ attendance at clubs. • Parent and children focus groups • Parent and children questionnaires. • Planned activities to improve parental engagement 	September 2020-July 2021	PP Lead All Staff	Improved parental engagement through: <ol style="list-style-type: none"> 1. attendance at events, 2. support for school 3. a better understanding of how to support their children. 4. taking a lead in their child's education. Improved outcomes for all children.
Family Support Worker programme of workshops, coffee mornings and focus on attendance.	September 2020- July 2021	Family Support Worker	Improved attendance. Improved trust and a strong relationship between home and school.

Investigate and offer adult education opportunities for parents.	September 2020	Deputy Head Teacher AFA lead and Family Support Worker	Parents have the skills they need and are able to support their children fully.
Continue target setting and identify actions through the RADY project	September 2020	PP Lead Assessment Lead Dave Hollomby	Aspirational targets set for PP and Disadvantaged children. An effective program of changes leads to improved attainment and progress for pupils.
Continue to review and embed the use of Thrive programme for individual plans	September 2020- July 2021	Thrive Lead Practitioners, ELSA support worker/ Family Support Worker All Staff	All staff use thrive to support the emotional well-being of children. Children use targeted strategies and have a better understanding of emotions. Improved outcomes for all children.