

St. Saviour's C of E Primary School pupil premium strategy Statement

1. Summary information					
School	St Saviour's C of E Primary School				
Academic Year	2019-20	Total PP budget	Allocated £74,859	Date of most recent PP Review	Sept 2019
			Total spend £133,175 (178%) + COVID £7630 (188%)		
Total number of pupils	340	Number of pupils eligible for PP	54	Date for next internal review of this strategy	July 2020

2. Current attainment		
Based on Summer 2019-2020 data	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	86.4% Based on summer data	78.9% (whole school) 65% (Nat Ave) Based on Summer data
% attainment in reading	86.4% Based on summer data	68.5% (whole school) 73% (Nat Ave) Based on Summer data
% attainment in writing	75.6% Based on summer data	82.6% (whole school) 78% (Nat Ave) Based on Summer data
% attainment in maths	83% Based on summer data	85.6% (whole school) 79% (Nat AVE) Based on Summer data

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.	<input checked="" type="checkbox"/> lack of home-school engagement, low income,
B.	<input checked="" type="checkbox"/> lack of knowledge and experience of the wider world,
C.	<input checked="" type="checkbox"/> Issues of self-esteem and self-motivation - which can slow down the learning process.
D.	<input checked="" type="checkbox"/> Writing fluency for PP children in KS1 and KS2 and progress made
E.	<input checked="" type="checkbox"/> Oral language skills in EYFS and Year 1 lower for pupils eligible for PP
External barriers (issues which also require action outside school, such as low attendance rates)	
F.	<input checked="" type="checkbox"/> Many of our PP eligible pupils have emotional and social difficulties which prevents a barrier to them from making progress in school
G.	<input checked="" type="checkbox"/> Not all PP children are exposed to the same knowledge and experiences of the wider world due to pressure on family income

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	The attainment and progress of both PP and non PP children shows no difference	Data across all year groups shows no difference between PP and non PP children
B.	That there are no restrictions that prevent PP children from accessing the range of enrichment, clubs and events that are embedded across the school due to financial reasons	Registers for extended schools and clubs show high proportion of PP children have access to all activities and events run by the school and that PP pupils are not restricted for financial reasons.
C.	That the self-esteem and ambition of pupil premium children across all year groups is raised.	By being able to access after-school clubs and enrichment opportunities within school, PP children do not see themselves as different from their peers. PP children are keen and excited to learn and recognise the opportunities an excellent education can provide.

D.	Higher attaining Pupil Premium children are afforded the same opportunities as their peers and have raised ambitions for their futures	HA PP pupils are exposed to higher education institutions in order that they recognise what they can achieve through an excellent education. They are challenged and are afforded opportunities to debate, question and investigate in order to develop their skills, independence and ambition
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5. Planned expenditure

Academic year	2019-20
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review	Costings Review
<p>All pupils achieve at ARE or above the difference between PP and non PP children is diminished</p> <p>To further deepen and accelerate National Curriculum reading, writing and maths standards, based clearly on National Curriculum year group expectations so that an increased percentage of pupils achieve a combined Age Related Expectation and Exceeding Age Related Expectation at KS1 & KS2</p>	<p>TA has a RWI group 1 Hour / day TA reading intervention group 1 hour 2 days/week</p> <p>Additional teacher takes a class so teachers can do Interventions two afternoons per week across Y1 – Y5</p> <p>Additional teacher in Y6 allows for quality first teaching in smaller streamed groups</p> <p>Booster classes to take place after school for Y6</p> <p>Achievement school on Saturday will support our PP children to further consolidate their understanding of maths, grammar and reading</p> <p>PP Intervention groups for PP children identified as below ARE</p> <p>PP Saturday Plus school</p>	<p>Working in streams and smaller classes ensures that PP children enjoy effective and personalised learning, thus improving progress and outcomes.</p> <p>Streaming, interventions and booster classes have been successful as they ensure children are taught in smaller groups, with accurately pitched work, enabling pupils to get more focussed and individual attention.</p> <p>Streams/Interventions to be covered by qualified teachers</p> <p>Data shows the children make accelerated progress to ARE by the end of the year in reading, writing and maths through teaching in small classes as children receive personalised teaching to address individual barriers to learning and gaps. Increased focus and concentration of children working in small group</p>	<p>Learning walks, formal teaching and learning reviews, book looks, planning reviews, data analysis.</p>	<p>SLT</p>	<p>Interim reviews – January and April</p> <p>Formal review July based on Teacher Assessment</p> <p>Formal review September following validated data at end of Key stage</p>	<p>Formal Review July 2020: Stream Teachers: Additional, experienced teachers in Y2-6 worked with smaller streamed groups for Maths, Literacy and Reading. PP children received effective and personalised learning improving outcomes and progress. Due to the ongoing success with this strategy year on year we also appointed an additional experienced Y1 teacher.</p> <p>Additional stream teachers also worked with PP children in the afternoon on bespoke and tailored interventions for children in Y1-6.</p> <p>Additional TA also allocated to work in Y6 supporting PP children. Focusing on targeted teaching linked to areas for development to ensure all children reach ARE and above through focused intervention and support</p> <p>Regular review of stream teachers impact via- data monitoring, book scrutiny, pupil voice, lesson observations identified that pupils in these groups made accelerated progress. Children were regularly engaged with their learning and benefitted from the smaller class size allowing for personalised learning. Misconceptions and gaps in learning were quickly identified and remedied.</p> <p>Boosters: Booster classes successfully ran from beginning of term until lockdown. Y6 and Y2 boosters led by additional stream teachers, phase leaders, AHTs and DHTs. During lockdown booster classes packs created for Y2/6 to complete. Children received workbooks, study books and manuals</p> <p>Review of booster sessions: SLT regularly reviewed registers of pupils attending. Where any PP children did not attend first sessions, phone calls to parents and meeting arranged to ensure pupils attended. Misconceptions and gaps in learning were quickly identified and remedied. Boosters have greatly impacted on attainment levels for PP students as most children were working in line with their peers before lockdown and were predicted age related grades or above by their teachers.</p>	<p>Year 2 stream teacher salary September to December - £16,600</p> <p>DHT Y6 - £30,000</p> <p>Staffing for Year 6 Booster sessions (24 Sessions with 2 staff) - £7,200</p> <p>Staffing for Saturday+ (24 sessions with 3 SS staff) - £10,800</p> <p>Resources for Saturday+ - £1,000</p> <p>Half Term Booster sessions (10 sessions with 3 staff) - £4500</p>

					<p>Achievement School: Easter programme successfully run by Senior Leaders (Matt O'Brien, Jenni Matthews, Joe Pitchford, Chris Banks, Eric Haines and Y6/Y2 teachers) We amended our offer and also opened this up to Y4 PP pupils to focus on three main areas.</p> <p>Review of Achievement School: Every Saturday (until lockdown), Y6 teachers, DHTs and the HT supported PP students on Saturday to further boost their core learning skills and prepare them for secondary school. Specially planned lessons and resources were made use of to consolidate prior learning. Achievement school had a significant impact on pupil outcomes as data shows that most children attending school were graded EXS or GDS by their teachers for the end of the year predicted grades. Achievement school was offered to our Y6 PP students for free including drinks and snacks.</p> <p>Easter Programme: Achievement school- every Saturday (until lockdown) Y6 teachers, DHT and HT supported PP children further develop their knowledge and skills in the 3 core areas. Specifically, planned lessons and resources were created for the sessions by our SLT team.</p> <p>Saturday Plus: Every Saturday from 9.00-15.00 (until lockdown), PP students from Y3, 4 and 5 were picked up to attend Saturday school in E17. Here specialist teachers worked in small groups to further improve reading, writing and maths skills in a more informal setting. Pupils were invited on trips into London, visit restaurants, learn cooking skills and walk alpacas.</p> <p>Highly engaged pupils were able to transfer their enthusiasm into school based learning and count on their experiences to overcome barriers to learning in school. Parents contributed £1.75 per session whilst the rest of the cost were subsidised by the school.</p> <p>Empiri box The school has invested into a science scheme to support our Y3 and 5 pupils with the particular aim to engage our PP students in scientific and technology based learning. Empiri box relies on core science knowledge and highly practical activities using specialist tools and resources provided by them. Book looks, observations and pupil surveys have shown that our PP students in particular have benefitted from this hands on learning experience. The impact of the resource led to our best ever attended science fair where pupils and parents were invited to engage with investigations. PP students, amongst others, were invited to showcase their science projects to an audience including scientist from Empiri box. Pupil outcomes in science are above that of their peers nationally and PP pupils are highly motivated and engaged in their science learning.</p> <p>STEM lessons: To encourage PP students to consider engineering and science as a career, we organised for a STEM expert to lead a session with pupils on robotics. Children were shown how to instruct robots to make moves. Children were able to use simple coding to set out tracks and directions for the robots to follow. At the evaluation stage of the lesson, many pupils were able to explain what new knowledge they had acquired and how they used skills they already had in place to operate the robots.</p>	<p>Empiribox £3332 STEM £450</p>
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					Many pupils were highly engaged which resulted in excellent questions and challenges. PP felt that they also could aspire to become a scientist or STEM engineer.	
Writing fluency and reading comprehension for KS1 and KS2 to narrow the gap between non-PP and PP pupils including progress	Inclusion manager and TAs monitor early morning reading sessions through pupil progress reviews	<p>Early morning reading workshops to build confidence and give encouragement when limited at home due to various circumstances.</p> <p>Additional adult in Y2 and Y6 to plan in more bespoke lessons for abilities Booster sessions taught</p>			<p><u>Writing and reading</u></p> <p>Our AHT has led a Year three class in the autumn term to ensure rapid progress is made in one of our classes. Strong teaching resulted in the children making good to outstanding progress in their reading and writing particularly. Because the significant difference this term made, we were able to then use our AHT elsewhere in the spring and summer term</p> <p>In Year 6, our DHT has consistently worked with a group of students to consolidate and develop writing and reading skills for our more able PP students. Outcomes in books, observations and learning walks have shown that these sessions have made the intended impact.</p> <p>Expert teachers were used in the half term and Easter school to support the reading and writing skills of our PP pupils in Y3-5. Consistently outstanding teaching and additional learning time have benefitted the pupils as outcomes in books and teacher assessment shows that the children in these groups made excellent progress whilst attending the school programmes.</p> <p><u>Literacy books:</u></p> <p>To support PP literacy and reading learning, we bought every child the reading book they study for each half term in the year. Pupils have been able to read the text at home and familiarise themselves with the content, context and language before lessons. This has significantly improved</p>	<p>AHT teaching Year 3 as additional adult from September to December 2020 - £21,884</p> <p>Staffing for Half term and Easter boosters/school (15 sessions with 3 SS staff) £5,000</p>

						confidence when speaking about the text and pupils are better prepared to write about events in the story as have had the chance to pre-read the stories. In reading comprehension lessons, pupils were able to read the text with increased speed. In turn, this helped them to practice skills such as scanning, finding key words, recognising synonyms and answer comprehension questions strategically. Evidence in books, pupil voice and staff feedback has clearly shown that this approach has significantly improved the oral, written and comprehension outcomes for our pupils.	
Total budgeted cost					£ 100,766		

ii. Targeted support							
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review	Costings Review
Ensure that PP children are not restricted from accessing the range of enrichment, clubs and events that are embedded across the school due to financial constraints.	Where necessary provide funding to enable children to access the extra curriculum events and extended school services - Clubs before and after school	Encourage engagement and enthusiasm within school. Evidence shows exposure to sporting, artistic and musical activities raises attainment by providing exposure to sporting, musical and artistic events that they might not otherwise get children have full engagement with a wide and enriching curriculum outside the classroom which children can refer to in their life and schooling.	PP co-ordinator to monitor registers with regards to attendance of PP pupils. Have conversations with parents of PP children who are not accessing this provision. Ensure that PP children do not miss out on activities and experiences due to financial reasons.	SLT PP Lead	Interim reviews – January and April Formal review July based on Teacher Assessment Formal review September following validated data at end of Key stage	<u>Extra-curricular activities:</u> The take up of extended services and clubs has been particularly high this year with many of our PP attending clubs. A wide range of offers resulted in clubs being oversubscribed. Upper KS2 PP students were invited to join the school choir which resulted in them performing to an audience at the O2 theatre. Pupils then applied their singing skills by leading whole school singing assemblies. Performing with the choir resulted in pupils feeling confident, engaged and having a sense of pride which transferred to other areas of the curriculum and created a love for learning. <u>Cello:</u> Year 4 and Year 5 students were offered weekly violin lessons free of cost to them. The school paid for a professional violin teacher to teach basic playing skills to pupils. PP pupils in particular benefitted greatly as this was an experience they would not usually have. Children were able to name parts of the violin, how to make a sound and how to hold the violin. Some children decided to take up personal violin lessons as a result of the offer. <u>External clubs</u> External clubs such as martial arts, chess and archery were particularly successful. For example, some of our PP pupils who attended the weekly multi sports club subsequently taught their peers exercises and activities during PE.	Externally run clubs (Mad Science) and cost of some clubs paid for by PP money to allow children to access extended services £64.00 per child (4 children PP) - £256 Cello £2000
To participate in a number of trips linked to topics in each year group so that children have detailed knowledge of the subject area.	To provide new experiences and opportunities for PP children linked closely to the curriculum within each year group.	Encourage engagement and enthusiasm within school. Children have prior knowledge of the topics covered in class having attended additional trips/opportunities. Increased opportunities to extend vocabulary	PP co-ordinator to monitor registers with regards to attendance of PP pupils on the identified trips for each year group. Teacher feedback shows increased level of engagement in lessons. An outcome of pupils work reflects the additional opportunities within their work.	SLT Teachers PP Lead	Interim reviews – January and April Formal review July based on Teacher Assessment Formal review September following validated data at end of Key stage	<u>Visits and residential</u> Across all year groups, PP pupils have attended educational trips. For example, the Y5 trip to the Houses of Parliament resulted in strong writing outcomes for the year for PP students as they linked the visit to their Alex Rider unit of learning which was set in Parliament Square. Another successful trip was the one children took to Madame Tussaud where our PP students had the opportunity to learn about and see significant historic as well and current figures. Importantly, pupils were able to retell events and inform their class about some of the characters they had encountered. When looking at books, we could clearly see that the writing was engaging as children had had first-hand experience. PP residential trips were subsidised and struggling families were offered the residential free of cost. Pupils felt fully included and they were able to share experiences with peers and staff. The residential visit raised confidence and resilience which impacted on attainment levels across all subjects. <u>Forest school:</u> All pupils visited Forest School in Walthamstow. Forest school learning has proven to be highly effective for our PP students as they had first-hand experience of outdoor learning which was directly linked to their topic and literacy unit. For example, Y5 PP students were learning about the Iron age in topic and literacy. At Forest school, they were invited to replicate the lives of people living in this era. Follow up lessons were highly successful as children were able to rely on experiences and apply their knowledge/ vocabulary into their work. All PP attended FS and transport by mini bus was subsidised completed by the school.	Trips organised for the academic year. Some happened in the Autumn term but Spring 2/ Summer educational visits cancelled due to COVID 19. Costings of: Madame Tussauds (£1,120) & Houses of Parliament (£850) Subsidies for trips for whole classes (with PP) - £185

<p>To raise the attainment in Reading, Writing and Maths through after school provisions such as boosters and Saturday+</p>	<p>Achievement school on Saturday supported our PP children to further consolidate their understanding of maths, grammar and reading in term.</p> <p>Booster classes took place after school for Y6</p>	<p>At the end of the year once we have further data – including from external testing as whilst it has raised attainment for all pupils, some year groups still show a difference between PP and all pupils.</p>	<p>Children receive focused teaching to address barriers to learning and address individual gaps.</p> <p>Increased focus and concentration of children working in small group means that gaps in attainment and progress have been closed</p>		<p>Interim reviews – January and April</p> <p>Formal review July based on Teacher Assessment</p> <p>Formal review September following validated data at end of Key stage</p>	<p><u>Saturday Plus</u> Every Saturday from 9.00-15.00 (until lockdown), PP students from Y3, 4 and 5 were picked up to attend Saturday school in E17. Here specialist teachers worked in small groups to further improve reading, writing and maths skills in a more informal setting. Pupils were invited on trips into London, visit restaurants, learn cooking skills and walk alpacas. Highly engaged pupils were able to transfer their enthusiasm into school based learning and count on their experiences to overcome barriers to learning in school. Parents contributed £1.75 per session whilst the rest of the cost were subsidised by the school.</p> <p><u>Achievement school</u> Every Saturday (until lockdown), Y6 teachers, DHTs and the HT supported PP students on Saturday to further boost their core learning skills and prepare them for secondary school. Saturday school was incredibly well attended and over 25 pupils (inc. PP) consistently attended. Specially planned lessons and resources were made use of to consolidate prior learning. Achievement school had a significant impact on pupil outcomes as data shows that most children attending school were graded EXS or GDS by their teachers for the end of the year predicted grades. Achievement school was offered to our Y6 PP students for free including drinks and snacks</p>	<p>Saturday Plus £9883</p> <p>Achievement school £9523</p>
<p>Higher attaining Pupil Premium children are afforded the same opportunities as their peers and have raised ambitions for their futures.</p>	<p>To Visit Oxford University to raise career choices and aspirations for future.</p>	<p>To raise aspirations of future careers.</p> <p>Provision of a Wide range of experiences which children can refer to in their life and schooling.</p> <p>Opportunities to explore and discuss future careers</p> <p>Children are confident and articulate speakers</p>	<p>Select Higher ability PP children from year6</p> <p>Arrange opportunities for them to meet pupils from similar back grounds</p> <p>Ensure they get a tour of the university and a talk from one of the guides about how to join Oxford</p> <p>Book the trip so that children learn what courses they can take.</p> <p>Pupils feedback to the class and PP lead about value of the trip and their new ambitions in life.</p>	<p>SLT PP Lead</p>	<p>Interim reviews – January and April</p> <p>Formal review July based on Teacher Assessment</p> <p>Formal review September following validated data at end of Key stage</p>	<p>The following scheduled events were cancelled due to COVID-19:</p> <p>The Brilliant Club will also incorporate GDS PP children into the program to again raise aspirations through visits to university's, university style lectures and coursework. Criteria set out is at least 55% of the cohort PP, no parental experience of higher education and to live in the lowest 2/5's of the IDACI index.</p> <p>"56% of Scholars Programme graduates progress to a highly-selective university, compared to only 30% of pupils with similar backgrounds. The progression rate is nearly as high for pupils with Ever6FSM: 52% progressed to a highly-selective university."</p> <p>Ted Talks club started to run at the start of the Spring term. This incorporated PP children of both ARE and GDS allowing the children to develop their oracy across Y5/Y6. Letters went out on 3/12/19 to selected pupils with their talk scheduled for April.</p> <p>Aspirational visit to Cambridge was organised for Summer 2.</p>	<p>Brilliant Club re-organised to Autumn/Spring 2020/2021. Costings to come out of next year's budget</p> <p>Money allocated for PP children attending Year 6 residential £170 x 5 = £850</p>
<p>Establish the Forest school so PP students acquire skills and knowledge about natural environments</p>	<p>Maintain and schedule forest school which can immediately be used to teach PP pupils wider aspects of the curriculum.</p>	<p>To offer PP the chance for first hand experiences in a natural setting which can be transferred to traditional class room learning tasks including reading, writing and maths.</p> <p>Evidence shows that children who have first-hand experience are more confident and knowledgeable to take risks and apply learning</p> <p>To offer PP learning experiences outside the traditional mould and further increase aspirations and career opportunities.</p>	<p>All classes are given the opportunity to work with the forest school teacher to learn topic based skills and knowledge in a natural setting</p> <p>Additional forest school classes run during lunch time for Year 4 and 5 PP pupils.</p> <p>Experiences, vocabulary and skills are transferred to classroom learning.</p> <p>Progress and attainment improves through real life experiences.</p>	<p>SLT Forest school teacher Teachers PP lead</p>	<p>Interim reviews – January and April</p> <p>Formal review July based on Teacher Assessment</p> <p>Formal review September following validated data at end of Key stage</p>	<p>All pupils visited Forest School. Forest school learning has proven to be highly effective for our PP students as they had first-hand experience of outdoor learning which was directly linked to their topic and literacy unit. For example, Y5 PP students were learning about the Iron age in topic and literacy. At Forest school, they were invited to replicate the lives of people living in this era. Follow up lessons were highly successful as children were able to rely on experiences and apply their knowledge/ vocabulary into their work.</p>	<p>No costings incurred</p>
<p>Improved social, emotional, physical and spiritual well-being through the provision of sports activities and consultation sessions during lunch</p>	<p>Employ an additional sports coach to support our most vulnerable pupils during lunch and the first lesson after lunch</p> <p>To use the learning mentor during lunch to resolve potential conflicts through mediation</p>	<p>PP students learn to work and play together to overcome challenges by compromising and communicating effectively.</p> <p>Special activities are planned for children to learn how to work together and support each other.</p> <p>Where children play well during lunch, they are calmer, more settled and focussed for their afternoon learning.</p>	<p>Carefully select children to work with the PP sports coach and learning mentor</p> <p>Instruct the coach of his remit which is to aid play, support games and enable students to resolve conflicts</p> <p>Closely monitor the work the sports coach and learning mentor do</p> <p>Ensure they feedback daily to SLT and the class teacher so that good work continues in class.</p>	<p>SLT Class teachers Sports coach Learning mentor</p>	<p>Interim reviews – January and April</p>	<p>See detailed breakdown on Sports premium report</p>	<p>See sports premium report</p>

			PP attainment improves due to outstanding outdoor provision				
						Total budgeted cost	£24,667

iii. Other approaches							
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review	Costings Review
Ensure that PP children access a healthy and varied diet and are not coming to school hungry	Support families by subsidising Breakfast Club and After School Club.	Children are in school, on time and ready to learn at the beginning of the day and are able to enjoy nutritional food. Children are in a safe environment, enjoying engaging activities Children require healthy and nutritious food to thrive: physically, mentally, emotionally and academically. Access to food is basic human right, Providing care will support low income families in being able to access employment which is beneficial for families and children.	Extended schools lead and PP co-coordinator to monitor registers with regards to attendance of PP pupils. Have conversations with parents of PP children who are not accessing this provision	SLT PP Lead	Interim reviews – January and April Formal review July based on Teacher Assessment Formal review September following validated data at end of Key stage	We continue to support those families who struggle financially by offering them breakfast club and/ or afterschool club provision. We pride ourselves on this provision and we know this makes a significant difference to those families who receive the care. We also continue to provide free bagels for our PP pupils thus ensuring that no child comes to school feeling hungry	Breakfast Club subsidies: £2,145 After School Club subsidies - £4497 Bagels: £1,100
Trip to Cambridge University	Year 6 and 5 PP are selected to go on a guided trip to Cambridge University.	Offering pupils the opportunity to experience settings other than their own To raise the aspirations of our PP pupils by showing them everyone can be ambitious Aiming to take away barriers to success through visiting places of aspiration Raise aspirations for future careers	Pupils are carefully selected to ensure maximum impact. Year 6 teacher to plan, organise and lead the trip. To explore themes of aspirations, ambition and success in our transition unit. To evaluate the trip and collect pupil responses- feedback to class To use findings to further improve the trip for next year and increase similar opportunities	SLT Year 6 teacher	Review at the end of July to consider the impact	Visit to Cambridge University planned with a tour of the grounds and city for aspirations. (Summer Term). Cancelled due to COVID-19.	No cost incurred
Trip to HP HQ in central London for 25 PP students	PP students in Year 5 and 6 are chosen to visit the HP HQ to find out about career options within large companies.	Children have the opportunity to learn about various career paths they could take. Children will be shown and told how to be successful and what key attributes they need to have in order to succeed in science and technology. Students will be shown how to use new technology such as VR	Carefully select PP children from Y5 and 6 Year 6 teacher to plan, organise and lead the trip. To explore themes of aspirations, ambition and success in our transition unit- technology link To evaluate the trip and collect pupil responses- feedback to class	SLT Y6 teacher	Review at the end of July to consider the impact	Booked for Summer term. Cancelled due to COVID-19.	No cost incurred

Trip to Woodberry wetlands for Year 3 and 4 PP students	Year 3 and 4 PP children will have the chance to visit the wetlands and learn about nature around them. This trip is linked to an art event that takes place in school.	<p>PP children have the chance to find out more about their local area and places they could easily visit with their families.</p> <p>Pupils to visit places outside of their normal setting to further develop their knowledge of the world around them.</p> <p>Rich experiences improve knowledge and vocabulary which can be applied in school based lessons.</p> <p>Learning how artist over the century have been inspired by nature. Explore themes of nature in art and learn art techniques to create own art work.</p> <p>Sense of pride when the whole project is displayed in the end of the year art exhibition.</p>	<p>Carefully select 14 students to visit the wetlands</p> <p>Book the visit well in advance and decide teachers to go including a teacher who has particularly strong art skills</p> <p>Inform parents, arrange transport and do a pre-visit.</p> <p>Discuss themes and art before the trip so that the children are aware what the learning focus of the trip is.</p> <p>Take photos of the visit to the wetlands.</p> <p>Follow trip up with an immediate art session.</p> <p>Art work to be exhibited in the end of the year art show and evaluate the project</p>	SLT Art teacher	Review at the end of July to consider the impact	Booked for Spring Term 2. Cancelled due to COVID-19.	No cost incurred
Total budgeted cost					£1000 plus ASC and BC		
Total budgeted cost		Cost variable depending on need <u>Breakfast Club</u> – £5.50 per pupil day <u>Afterschool Club</u> - £10.50 per pupil day			£7742		

During the pandemic and the ensuing lockdown, we re-allocated some of our pupil premium funding to ensure that pupils would continue academic learning, improve mental wellbeing and keep physically active.

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To have access to and engage with our online learning programme of study and continue to make progress in line with their peers	<p>To offer PP children laptops and tablets free of charge so they can engage with all online learning schemes</p> <p>Pupils feel included to access online learning resources and can actively engage with tasks and challenges.</p> <p>Pupils continue to make progress whilst working from home.</p> <p>PP children's mental and physical wellbeing continues to be healthy</p>	<p>During the school closure, our most vulnerable pupils attended school but many PP children had to stay at home. Some families did not have access to laptops and tablets to access the online learning resources.</p> <p>To ensure every child in our school had equal access to the curriculum, we made laptops and tablets available so that those disadvantaged families and pupils could still improve knowledge and skills through online learning.</p>	<p>Compile a list of all our PP pupils from EYFS to Y6</p> <p>Contact parents and carers through emails, letters, text messages and telephone conversations to establish who does not have technology at home.</p> <p>Offer laptops and tablets to families who do not have these technologies.</p> <p>Parents collect laptops where possible. If not possible, they will be dropped off by a member of staff.</p>	Office manager HT	<p>All families were contacted to check whether they were in need of a laptop. Those families who took up the offer were provided with a laptop free of charge.</p> <p>Tracking shows that these pupils actively engaged with the online learning resources as a direct consequence of the scheme.</p> <p>Providing the laptops had a significant positive impact on the pupils as this meant they could continue to engage with the learning and make progress in line with expectations.</p>
To provide every pupil (Y1-6) with a reading	Review our literacy and reading core offer and	Our curriculum is 'book based' which means all	Leaders plan and closely monitor all	Literacy leader	Every child has been given their core reading book for each half

<p>book linked to the literacy and reading unit of learning</p>	<p>decide which units to make available for study</p> <p>Purchase a book for every child</p> <p>Allocate collection times for year groups to collect from school. Where this is not possible, agree to a drop off time.</p> <p>Create voiceover lessons and make them available online.</p> <p>Monitor take up of lessons and call those parents whose children are not engaging with the online literacy and reading lessons.</p> <p>Measure impact of calls and consequent online learning completion</p>	<p>subjects are linked to the core literacy book. By making the book available to every child, we can ensure that children can positively engage with the online lessons.</p> <p>Reading is core to academic achievement and by making age appropriate books available, we keep reading high profile.</p> <p>Many disadvantaged parents financially struggle to buy books for their children. With libraries closed, we want to support those families in particular who cannot afford buying them.</p>	<p>aspects of the support scheme by counting purchased books, marking each book against a pupil and listing the distribution.</p> <p>Leaders quality assure all online voiceover lessons to make sure the lessons are well taught and directly linked to the book.</p> <p>All online tasks are submitted online and marked by markers. Leaders check the quality of work produced and the effectiveness of marking.</p> <p>Leaders create spreadsheets to track which PP children are engaging with the reading and literacy lessons and calls are made to those families who do not log in. Further support is offered to encourage pupils to complete tasks.</p> <p>Every day, a member of SLT will be available by telephone to support parents with questions about the books and lessons.</p>	<p>Head teacher</p> <p>Office staff</p> <p>SLT</p>	<p>term. Data shows that only a very small minority of pupils did not engage with the online learning resources despite to having access to the internet. The vast majority of our PP children accessed the online lessons and submitted work. Quality of the work was variable; however, in-depth marking and personal conversations between pupils and teachers much improved the work where this was necessary.</p> <p>Providing pupils with books was the single most effective way to ensure the curriculum continued to be accessed by all children-pupils understood how to complete tasks.</p> <p>Pupils continue to read on a daily basis as recommended in our home learning policy.</p> <p>Where pupils actively engaged with the books and the lessons, it is clear progress is made.</p>
<p>To offer home learning packs and stationary for all our PP children</p>	<p>Select units of learning for all year groups and decide what new skills and knowledge is taught in the half term.</p> <p>Leaders to print information sheets, lesson plans and tasks</p> <p>Purchase pencils, rubbers, rulers, paper pads and colouring pencils</p> <p>Create home learning packs for each half term for those families who are interested in working on paper and those who struggle to</p>	<p>Some families have made it clear do not feel confident to support their children with the online learning platforms such as Google classrooms.</p> <p>By offering paper based learning, those parents and carers can still work with their children.</p> <p>Those PP families who lack ICT skills or who choose not to engage with computer based learning can still access the curriculum</p>	<p>Leaders consider units of learning and select tasks, lessons and information linked to the curriculum offer</p> <p>A questionnaire asks which parents are keen to receive paper packs</p> <p>Office staff photo copy papers and complete packs</p> <p>Packs are distributed where requested.</p>	<p>SLT</p> <p>Office staff</p>	<p>A parent survey and telephone conversations with office staff confirmed that most of our PP families liked to have paper packs on top of the Google classroom learning</p> <p>Each pupil was given home learning packs and new stationary so they could successfully complete tasks</p> <p>Parent feedback shows they were very appreciative of the many ways in which we continued to make learning available thus ensuring every child could progress</p> <p>Many pupils requested new packs at the start of a new half</p>

	<p>consistently use the online learning tools.</p> <p>Make packs available for every pupil to collect from school or be delivered at home.</p> <p>Continue to offer this service until the end of the academic year.</p>	<p>All children have the opportunity to learn and make progress either electronically or through paper based activities</p>			<p>term, thus confirming they were effective and useful to learners</p>
<p>To teach children core subjects via video conferencing (Google Hangouts)</p>	<p>Invite all Year five pupils to return to school for the final two weeks of the summer term</p> <p>For those families unable to send their children to school, offer morning video conferencing lessons Small groups of mostly PP children to work alongside an experienced teacher to be taught literacy, reading and maths.</p> <p>All worked to be immediately marked and fed back to pupils so they can correct misconceptions before the next lesson</p> <p>Children to make rapid progress due to working in small groups and getting immediate personal feedback</p>	<p>Whilst offering Year 5 students a return to school for the last two weeks of the term, we are aware that many parents are not confident of sending their children back yet.</p> <p>The aim of inviting PP students to work closely alongside some of their peers and with an experienced teacher through video conference calls, supports those children who have missed school and need to make accelerated progress to get ready for Year 6 and secondary school.</p>	<p>Leaders discuss video conference call method and structure with the computing lead</p> <p>A parent survey indicates which PP children would prefer to learn online with a teacher</p> <p>A video conferencing policy is written to set clear expectations for staff, pupils and parents</p> <p>The policy is agreed and signed by all stakeholders</p> <p>A first trial takes place to consider any possible technological barriers</p>	<p>HT</p> <p>Computing lead</p> <p>Two teachers</p>	<p>Daily video lesson took place for the final two weeks of the term. The lessons were consistently well attended by Y5 pupils.</p> <p>The core subjects of reading, writing and maths were taught in the morning with the children getting time to complete the tasks after the lesson. Submitted work was marked by the teacher and instantly fed back to the pupils so they could correct mistakes</p> <p>Common errors were addressed at the start of the following lesson enabling pupils to close attainment gaps</p> <p>Teachers, pupils and parents spoke very positively about the lessons and how much the children enjoyed learning with their peers and teachers through an online forum.</p> <p>Attending pupils' confidence was boosted and they spoke how they now look forward to the start of the new academic year.</p>
<p>To communicate with our PP children through personal telephone conversations once every three weeks; and...</p> <p>to support our most vulnerable pupils who are not able to attend school through weekly telephone conversations with the learning mentor</p>	<p>To ensure PP children are safe at home and engaging with Google classrooms, online learning resources and/ or paper packs, teacher give each of their pupils a call to check in.</p> <p>Where pupils or parents struggle, the teacher can support the learning and explain how to overcome the barrier</p> <p>The teacher uses positive reinforcement to praise completed</p>	<p>Teacher/ pupil relationships form the core of developing confidence, motivation and academic progress.</p> <p>Planning regular catch up conversations ensures pupils feel they are not forgotten and they their work and efforts are recognised and valued</p>	<p>Inform parents about the calling rota so they know when the teacher will call them.</p> <p>Give teachers who work from home a code so that they will not be charged for the calls made</p> <p>Create a spreadsheet where teachers record when the call was made and if there were any concerns</p> <p>Follow up and concerns raised</p>	<p>HT</p> <p>Teachers</p> <p>Learning mentor</p>	<p>Calling rotas have been followed and children have been contacted by their teachers.</p> <p>Having had regular contact between pupils and teachers has been positive. Pupils were very happy to speak to their teachers and teacher noted how useful it was to encourage and support their students on the phone.</p> <p>Engagement with our online offer and paper packs continued to be high because children's work and efforts were recognised.</p>

	<p>work and engagement with learning resources</p> <p>Children stay connected to the school, feel valued and are motivated to work hard at home on their learning.</p> <p>Teachers can keep a check on their pupils and inform SLT if they become aware of any concerns</p> <p>Compile a list of our most vulnerable PP pupils and inform parents that they will receive a weekly call from the learning mentor and a teacher call once every three weeks</p>				<p>Our most vulnerable pupils were carefully tracked. Their wellbeing was discussed with parents on a weekly basis and no significant concerns were raised by the learning mentor.</p>
<p>To prepare and send out welcome packs for our new starters in YR and nursery including PP</p>	<p>Office will compile a list of new PP starters in EYFS and nursery</p> <p>The EYFS leader will make individual call to each RY and nursery parents to introduce themselves and find out more about the new starters.</p> <p>Groups of parents will be invited by the EYFS leader to discuss the curriculum, admissions and the start of the term via video conferencing.</p> <p>EYFS staff will film themselves for the children so that the children can see who their new teacher will be in SEPT</p> <p>Welcome packs will be made for each child including a golden envelope, a crown, stationary, and a 'All about me' challenge</p>	<p>As we are unable to welcome new starters in the summer term to discuss admissions and the start of the year, we set out to engage with prospective parents by using different means It is important for new starters to feel confident and excited about joining our school in SEPT.</p> <p>Creating an informative welcome video, setting up individual calls, 'meeting' the new teacher online and receiving welcome packs are ways to reassure parents and keep them informed about the SEPT start.</p> <p>Offering parent the opportunity to ask any question they have about the start of the year will be very helpful.</p>	<p>HT and EYFS leader decide times, format and content of videos, telephone calls, video conference and welcome pack</p> <p>HT to write a letter to all new starters setting out admission procedures and information cycle</p> <p>Parent feedback and questions are monitored and responded to immediately so that no parent lacks information about the start of the year or the outline of the academic year 2020-21</p>	<p>HT</p> <p>EYFS lead</p> <p>EYFS teachers</p> <p>Nursery teacher</p>	<p>All new starters are clear about the admission strategy, the school structure and beginning of the new term.</p> <p>Parents have been overwhelmingly positive about the alternative route chosen to inform them and the welcome packs were a great success with the pupils.</p>
<p>To offer our PP the opportunity to grow a plant during the lockdown period</p>	<p>Pupils to be given a small pot filled with soil and a plant seed.</p>	<p>With many of our students not being able to come into school (apart from EHC, keyworker and our</p>	<p>We held an assembly with the children from each year group to prepare them for lockdown. The children</p>	<p>HT</p> <p>Phase leaders</p> <p>CT</p>	<p>Many of our pupils shared photos of their growing plants and it was a very positive way to keep connecting with the children.</p>

	<p>Children to use their knowledge to grow a plant whilst at home.</p> <p>Children to share the stages of growth on Google classroom as a way of communicating with the school.</p>	<p>most vulnerable pupils) we wanted to create a symbolic action where children could stay connected to the school by growing the plant that was given to them.</p>	<p>were all shown how to look after a plant and what they need to stay alive. We spoke about responsibilities and linked this to our Christian ethos.</p> <p>Plant pots and plants were bought for the children to take home with them.</p>		<p>Teachers commented that during their one to one conversations, they used the plants as an icebreaker before moving on to conversations about learning and wellbeing.</p> <p>Many children and parents told teachers during these conversations how it helped them to think of school even though they could not attend.</p>
<p>To offer a laptop for every PP child who does not have one at home.</p>	<p>Every PP child needs to be able to access the remote learning lessons and where parents/ carers do not have access to a laptop or computer, we provide one for them.</p> <p>Parents/ carers will be called to ask if they have a laptop. If there isn't one available, we give one to the family to use during lockdown</p> <p>Each laptop will be numbered so that we receive them back after the children return to school.</p>	<p>No child should miss out on learning. During lockdown, not all PP children are able to attend school and many of them do not have access to technology.</p> <p>By offering a laptop to those families who need one, we know that every child can use Google classrooms, Education city, My Maths and TT Rockstars.</p>	<p>Every parent personally called to discuss access to technology at home.</p> <p>Each laptop is clearly numbered and allocated to a specific family.</p> <p>The family name is ticked off against the laptop and it is carefully explained when and how they need to be returned to school.</p> <p>Upon the return of the pupils, families return them to school.</p> <p>Where appropriate, laptops can be lent on a longer term basis. This is decided case by case.</p>	<p>HT</p> <p>Office manager</p>	<p>Pupils who took a laptop home were all able to access the online learning tools thus making progress in their learning and being able to engage actively with the school curriculum.</p> <p>Teachers who marked the work noted that many PP children submitted work and that most of them responded to marking comments.</p> <p>Parents have been grateful to the scheme and explained how this has ensured their child could continue to learn whilst away from school.</p>
<p>Total budgeted cost</p>					<p><u>Online Learning</u></p> <p>£2,350</p> <p><u>Literacy Books:</u></p> <p>£1750</p> <p>Home Learning – support packs</p> <p>£1,300</p> <p>PP Reception packs</p> <p>£500</p>

Gardening & Growth
packs:

£480

Laptops

£1,250