

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Queen's drive Infant School
Number of pupils in school	262
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Sarah Skinner
Pupil premium lead	Emma Talbot
Governor / Trustee lead	Rachel Davies

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,870
Recovery premium funding allocation this academic year	£6960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£71,830

## Part A: Pupil premium strategy plan

### Statement of intent

At Queen's Drive Infant School we believe that every child can fulfil their individual potential both academically and socially through good teaching and learning opportunities, effective engagement with families and a personalised approach to meet children's needs. In order to achieve this, we make sure that appropriate provision is made for all pupils who belong to vulnerable groups, ensuring that the needs of such pupils are assessed and addressed. We place a high emphasis on supporting children in the basic skills of reading, writing and maths in order for them to make accelerated progress and overcome barriers to learning so that these pupils achieve similar outcomes to their peers. We support staff, parents and the child in unpicking these barriers to learning. The school takes pride in providing a rich and varied curriculum so that children are engaged and achieve well.

We will allocate pupil premium funding to support any pupils or groups of pupils our school identifies as socially disadvantaged. At Queen's Drive we see raising the attainment of disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Promoting an ethos of attainment for all pupils rather than seeing some groups of learners as having less potential. Eg, using a therapeutic behaviour policy (STEPS), ongoing assessment.
- Having an individualised approach to addressing barriers to learning at an early stage. Eg, FLO, play therapy, phonics catch up, Neli
- Focusing on high quality teaching in the classroom. Using training to make sure staff deliver at least good teaching in every lesson to all learners including disadvantaged, able, gifted and talented.
- Effective deployment of staff to support disadvantaged children who have fallen behind their peers with similar starting points, to receive frequent or daily intervention.
- School leaders make decisions based on detailed data analysis, made use of a range of research such as the Education Endowment Foundation and evidence of outstanding practice from similar schools to our own.
- Funding enables the school to plan a support programme for the children. Expenditure is reviewed, planned and implemented by academic year as shown within this plan.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	On average lower attainment and slower progress rates are made by pp/disadvantaged children compared to peers across basic skills in reading, writing and maths (lack of fluency, slower retention and recall of prior knowledge. Gap has widened since COVID-19
2	Poor language skills. This includes speech and language difficulties and lack of exposure to a wide range of vocabulary.
3	Pupils have limited life experiences beyond the home and community. (Limited access to books, libraries, technology)
4	Some PP/disadvantaged show weakness in learning behaviours. (social, emotional, resilience, determination, readiness to learn, metacognition and self regulation)
5	Limited parental engagement in learning resulting in reduced home learning in reading, lack of readiness for school.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Raise attainment and progress in phonics and reading in PP and disadvantage pupils.	<ul style="list-style-type: none"> <li>Children will have secure foundations in the basics of reading and phonics.</li> <li>Disadvantage achieve at least in line with national data.</li> <li>Disadvantaged higher attainers to reach full potential.</li> <li>Rigorous assessment will be in place to identify and address needs in reading and phonics in order to move children on quickly. (through ongoing assessment)</li> <li>Phonics catch up programme quickly addressing gaps in learning.</li> <li>Reading comprehension small group and 1 to 1 catch up</li> <li>Introduce 'Read in 10' 10 minute reading a day to build fluency opportunity to read for those learners who don't read at home.</li> <li>Storytime is used effectively to target language and comprehension.</li> <li>PP/disadvantaged learners have more exposure to texts to take home based around the topic or class reading texts.</li> <li>Introduce 'The Write Stuff' to expose children to quality texts.</li> <li>Reading Lead to monitor scaffolding and modelling within the reading session.</li> </ul>

	<ul style="list-style-type: none"> <li>Lessons are monitored and quality first teaching is at least good and in line with our 'Teaching Backwards' Philosophy. (setting high expectations, starting points, feedback, challenge, collaborative, demystifying the journey, looking for proof)</li> </ul>
Raise attainment and progress with basic number fluency in PP and disadvantage pupils.	<ul style="list-style-type: none"> <li>Children will have secure foundations in the basics of maths.</li> <li>Disadvantage achieve at least in line with national data.</li> <li>Disadvantaged high achiever to reach full potential.</li> <li>Rigorous assessment will be in place to identify and address needs in maths in order to move children on quickly. (fluent in 4, pre/post assessments/ challenges)</li> <li>Mastering Number work National Programme implemented in all year groups as a starter to maths. (rekenrek-, <a href="mailto:mathshub@ncetm.org">mathshub@ncetm.org</a> ) Children leave Key Stage 1 with fluency in calculation, confidence and flexibility with numbers.</li> <li>PIXL therapies used within catch up tutoring and within class teaching in order to target gaps.</li> <li>SLT to monitor scaffolding using rekenrek and throughout maths sessions.</li> <li>Lessons are monitored and quality first teaching is at least good and in line with our 'Teaching Backwards' Philosophy. (setting high expectations, starting points, feedback, challenge, demystifying the journey, collaborative, looking for proof)</li> </ul>
Raise attainment and progress with writing in PP and disadvantage pupils.	<ul style="list-style-type: none"> <li>Children will have secure foundations in the basics of writing</li> <li>Disadvantage achieve at least in line with national data.</li> <li>Disadvantaged higher attainers reach their expectations.</li> <li>Rigorous assessment will be in place to identify and address needs in writing in order to move children on quickly. (through ongoing assessment and end of unit independent tasks)</li> <li>Implement 'The Write Stuff' in order to address basic writing skills and composition.</li> <li>Pupil voice shows increased confidence and enjoyment in writing.</li> <li>Individual Writing tutoring in place to target misconceptions in writing and move writing on. (PIXL therapies)</li> <li>Literacy lead to monitor scaffolding used during the Write Stuff lessons.</li> <li>Lessons are monitored and quality first teaching is at least good and in line with our 'Teaching Backwards' (setting high expectations, starting points, feedback, challenge, demystifying the journey, collaborative, looking for proof)</li> </ul>
Language skills in learners from EYFS, yr 1 and Yr 2 will be in line of their peers.	<ul style="list-style-type: none"> <li>Neli Language programme continued into year 1</li> <li>Neli EYFS assessed and 20 week programme completed</li> <li>Word aware timetabled each day and vocab development at the heart of all lessons.</li> <li>PP/disadvantaged learners show increase in word use and understanding.</li> <li>PP/disadvantaged learners able to access curriculum though increased understanding of vocabulary.</li> </ul>

	<ul style="list-style-type: none"> <li>• Understanding of vocabulary when reading texts is increased.</li> <li>• Key organisers in place for Science to help with vocab understanding.</li> <li>• MENA language group in place to provide accelerated learning for those new to English.</li> </ul>
Improve life experiences and opportunities so PP/disadvantaged learners are participating in the school's rich extra-curricular offer	<ul style="list-style-type: none"> <li>• Prioritise places available during after school sports club.</li> <li>• Monitor after school clubs to make sure at least 50% of PP are accessing.</li> <li>• Staff are aware of PP/ disadvantaged learners are promote clubs to the parents.</li> <li>• PP lead will be clear of the activities PP learners really enjoy to promote out of school opportunities.</li> <li>• WOW Days are used in class as part of engaging children in topics, reading and writing.</li> <li>• All learners will join the local library and PP/disadvantaged children will get regular visits. (library bus/local library)</li> </ul>
PP/disadvantaged children will show a want and readiness to learn in the school day. (metacognition and self regulation)	<ul style="list-style-type: none"> <li>• New Therapeutic Behaviour Policy adopted and all staff trained.</li> <li>• PIXL wellbeing therapies used during 'Time to Talk'</li> <li>• Children selected and attend Play Therapy sessions within the school day.</li> <li>• 'Drawing and Talking Therapy' implemented for children to overcome barriers to learning.</li> <li>• Lego therapy deployed, staff trained and running.</li> <li>• Well being/ mental health training for SENDCO and FLO</li> <li>• Pupil voice within the school from PP/disadvantaged children shows resilience, enjoyment and a love for learning.</li> <li>• Parents engage with our Family Liaison Officer in order to create a stable home environment for children.</li> <li>• Staff are re trained in new evidence and strategies around meta cognition and self regulation within their classroom teaching.</li> <li>• Early help Assessments are completed quickly and early in education in order to tackle barriers for learning.</li> <li>• Whole school training in new Behaviour Policy based around the 'STEPS' Approach. (Cambridge Local Authority)</li> </ul>
Parental Engagement for PP/disadvantaged learners is positive.	<ul style="list-style-type: none"> <li>• Attendance at parents evening of PP/Disadvantaged learners is at or above their peers.</li> <li>• Parents/ carers surveys show engagement with school and school life.</li> <li>• Parents read with their child most nights.</li> <li>• Help videos are available in order to increase parental understanding of the basics in phonics, reading, writing and maths.</li> <li>• Story cafes are re-introduced after COVID-19 to encourage parents to engage in reading with their child. PP lead to monitor and encourage PP parents to attend.</li> <li>• Showcases re-introduced after COVID-19 to encourage parents to see the outcomes their child has produced. PP lead to monitor and encourage PP parents to attend.</li> </ul>

	<ul style="list-style-type: none"> <li>• Parental workshops (online or face to face) to share processes in understanding phonics/reading, writing and maths.</li> <li>• Key organisers provided for parents to show key language needed during each topic.</li> <li>• Parents are clear on the strategies and schemes used in order to teach phonics, reading, writing and maths. They are provided with half termly newsletters to keep them informed of the curriculum.</li> </ul>
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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 11,180.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole school Training for Write Stuff writing programme.</i>	<p>The school has not been able to close the gap in reading and writing year on year and discussions with staff at moderation show a concern in the standard of:</p> <ul style="list-style-type: none"> <li>• basic skills in writing,</li> <li>• enjoyment for writing</li> <li>• stamina in writing.</li> </ul> <p>During COVID lockdowns it was clear that the area the children were not engaging fully was in independent writing.</p> <p>We looked into a new way of delivering our writing which was basic skills based, used high quality text models and followed our 'Teaching Backwards' approach to learning.</p> <p>As a school we were delivering our writing through our Reading Programme (Read, Write Inc) However over the years completing the scheme, discussions with children and teachers we have found the writing scheme doesn't hold the same successes as the phonics and reading programme. We found the writing stages rushed not giving time for editing, little focus on the basic skills in writing and writing ideas were uninspiring and lacked enjoyment.</p> <p>We found a programme called 'The Write Stuff' by Jane Considine. It used the building blocks in order to teach writing successfully through high quality modelling, vocabulary exploration, secure scaffolding which leads children to build confidence and enjoyment in writing.</p> <p>The programme helps children with their metacognition and self regulation unpicking learning and giving children the skills to go on to become independent learners. Teachers will support pupils in how to 'plan, monitor and evaluate their learning' (EEF)</p> <p>The programme helps learners to begin with 'activating prior knowledge' that leads to 'independent practice before ending in structured reflection' (EEF – metacognition)</p>	1, 2, 3

	<p>The programme is also developed around a love for books and fantastic stories. Our school survey showed a high lack of enjoyment for writing and in some cases writing made them feel worried as they felt they couldn't do it.</p> <p>We have been looking at how we can create a want and love for writing and feel this can be done through high quality texts and writing focuses based around key experience. <i>Jonathon Douglas, (Director of the National Literacy Trust) agrees in our vision that,</i></p> <p><i>'research consistently finds that children who enjoy writing do much better at school,'</i></p>	
<p><i>Ongoing Whole school RWI training/ monitoring programme delivered through Ruth Miskin consultant 3 sessions a year.</i></p> <p><i>Mentor/ consultant to Work with tutor discussing disadvantage children's needs children's needs.</i></p>	<p><i>'Qualified teachers tend to get the better results when delivering phonics interventions, indicating that pedagogical expertise is a key component of successful teaching of reading' (EEF- Phonics) Evidence points to the importance of 'high quality implementation' of phonics (EEF- phonics)</i></p> <p>We believe that ongoing training in phonics develops teacher expertise. Teachers learn to reflect on their practice and delivery of phonics, think about next steps in teaching children and how to tweak lessons according to the children's needs..</p> <p>Training is fed through staff meetings and drop in sessions over each half term by the RWI lead and consolidated with 3 yearly visits by RWI consultant to update on the latest research and techniques.</p>	1, 2
<p><i>Raising performance management profile in order to address individual teacher's weaknesses therefore improving Quality First Teaching.</i></p> <p><i>Using 'Early career framework to help support Early career teachers in the school.</i></p> <p><i>Using the National College online training resource.</i></p>	<p>We know that 'high quality teaching improves outcomes' (EEF- Professional development)</p> <p>From subscribing to the National College online training our staff get up to date training that is relevant in their professional teaching journey. They will be able to unpick the 'mechanisms' to their teaching which is specific to them.</p> <p>Time will be allocated throughout each term in order for staff to focus on the targets they have set within their Performance management and any other areas of development that arise through ongoing self monitoring and team teaching.</p> <p>Research shows that Professional development, 'Builds knowledge, motivates staff, develops teaching techniques and embeds practice' (EEF-PD)</p> <p>We have 3 teachers within the school that went through their NQT year during the first year of lockdown. We will provide support for these teachers using resources from the 'Early Careers providers' where helpful and use the National College alongside other training providers for the school (eg. Learning Partnership) Evidence supports that developing Early Career teachers leads to higher Quality First Teaching. Other PD will be covered under the needs of the Whole School Development Plan.</p>	1,2,3,4,5

	<p>Upper pay scale staff will be released to support less experienced teachers.</p> <p><i>Training will include: attachment theory, overcoming barriers, EAL, pupil premium, EYFS, Storytime and comprehension.</i></p>	
<i>Lego Therapy Training for SLT.</i>	<p>Lego Therapy targets learners who are struggling with 'language, communication and social skills'. Post COVID we have discovered a high percentage of our learners who are struggling to concentrate on work and play alongside their peers constructively and effectively. We know that a 'collaborative approach to learning' is a key strategy in engaging and being successful in learning, whether that be with a partner or group. Also that it can 'increase the effectiveness of other approaches such as Mastery learning' (EEF- Collaborative learning)</p> <p>EEF suggests that interventions that <i>'target social and emotional learning seek to improve pupils interactions with others and self-management of emotions rather than focusing on the academic'</i></p> <p>We will select children according to pupil progress, well-being meetings and discussions with staff working with children in and out of the classroom. The aim over the programme is to increase social skills and communications skills and self-management of emotions.</p>	4
<p>Whole school training in Behavioural management that follows our new Behaviour Policy. (STEPS)</p> <p><i>No fund necessary</i></p>	<p>Since the disruption of COVID it was clear in school some children including PP had social and emotional concerns and others were finding managing behaviours in a class setting challenging from low level disruption to high level unwanted behaviours. We relooked at our whole school behaviour policy in light of the changing behaviours in the school. Our aim was to have a therapeutic approach to behaviour management, therefore we began to look at how to achieve this.</p> <p>The STEPS Behavioural Management system (Cambridgeshire Local Authority) seemed ideal for our school. Offering a system based around positive engagement, ..... All staff will be trained in delivering the system (dinner staff, TA's, teachers, SLT, PE consultant teachers)</p> <p>EEF findings suggest that <i>'reducing challenging behaviour in schools can have a direct and lasting effect on pupils learning'</i>.</p>	1,2,4
<i>Family Liaison Officer extra hours retained in order to continue to support families.</i>	<p><i>'When the process of engaging families worked well, there were a number of benefits, including improved communication pathways between families and schools/colleges'</i> (DFE- Engaging Parents and Families')</p> <p>Over the past couple years we have found that parents and families requiring support in our school has risen dramatically. Since lockdown we have helped 41 families through our Family Liaison Support Officer. Our FLO has helped with aspects from housing, finance, food and bills to adult mental health and wellbeing. Early Help Assessments have</p>	3,4,5



	<p>increased within the setting showing the non-judging, approachable nature of the job.</p> <p><i>Having a FLO in our setting has ‘allowed school(s) to intervene early and more effectively tackle issues which may be impacting upon children’s education.’ (DFE- Engaging Parents and Families’)</i></p> <p>We see this need to support our most vulnerable families continuing within our school over the coming years.</p>	
<p><i>Teaching Assistant training based around literacy, numeracy and barriers to learning.</i></p> <p><i>Lesson Study Cover for TA’s and SEND TA’s to be released.</i></p>	<p>Evidence suggests that where TA’s have the most effective impact on learning is when they are equipped with training and knowledge of the education in the classroom. They have the skills to aid learners on 1 to 1 or small group activities taking lead from the teacher. (EEF- teaching Assistants)</p> <p>Continued training in school with phonics, writing and maths concepts will be put in place with teachers providing activities where by TA’s support rather than simply manage tasks.</p> <p>Sharing best practice between TA’s giving time for their own Professional development creates value to their role.</p>	1, 2 ,4,5
<p><i>Mastering Number Programme National training for year group leaders.</i></p> <p><a href="mailto:mathshub@ncetm.org">mathshub@ncetm.org</a> Rekenvek)</p>	<p>Through moderation in each year group discussions and assessments have shown that children failing to reach Key Stage Expectations and not fluent in number sense and calculation. The school has been working with the Cambridge Maths Hub over the past year in tackling making maths sticky. Therefore, when we heard about the project to tackle fluency and number sense we were fully on board.</p> <p>The program is funded through the Maths Hub. However key year group leaders will require time for training, disseminating the program and monitoring impact over the year.</p> <p>EEF suggest evidence shows that <i>‘mastering learning approaches are effective, leading to an additional 5 months progress’</i>.</p> <p>The Mastering Maths Program has been shown to improve cognition in maths through its techniques and use of equipment. This support with cognition is paramount in grasping and retaining aspects of number.</p>	1, 4
<p><i>Continued training for new and present whole school staff in delivering our ‘Teaching backwards Approach to learning’</i></p> <p><i>(Staff meeting time)</i></p>	<p><i>‘Good teaching is the most important lever schools have to improve outcomes for disadvantages pupils’</i> (EEF guide to Pupil premium)</p> <p>We feel it is essential that Quality First Teaching is good or above in our school. In order to achieve this we continue to improve our classroom practice through ongoing PD using the ‘Teaching Backwards Approach’.</p> <p>(Mark Burns and Andy Griffith)</p> <p>Our key factors in good teaching are:</p> <ul style="list-style-type: none"> <li>• Setting High Expectation</li> <li>• Starting points (pre/post assessment)</li> <li>• Demystifying the journey</li> <li>• Looking for proof</li> <li>• Catering for Learners</li> <li>• Challenge</li> </ul>	1,2,3,4,5

	<ul style="list-style-type: none"> <li>Feedback</li> </ul>	
<i>Bi lingual teaching assistant in order to translate and communicate with hard to reach parents</i>	<p>Within school some of our harder to reach/ vulnerable families are unable to speak to English. We have found that this creates a barrier to learning as parents/carers find it difficult to understand:</p> <ul style="list-style-type: none"> <li>Importance of their child's education (eg attendance)</li> <li>What help they can provide in supporting and becoming part of their child's education.</li> <li>The importance of developing the English language with their child.</li> <li>How literacy, numeracy basic skills is taught. (eg. Phonics)</li> </ul> <p>Having educators within the setting that are able to translate for these families has become essential.</p>	5

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 46962.52

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Maths tutoring in small groups 3 times a week to focus on pre and post concepts that are aligned with the teaching in the classroom.</i></p> <p>(targeted to get expected or greater depth, children to reach full potential)</p>	<p>Baseline data of Autumn 1 shows only 55% of PP children expected in maths in year 2.</p> <p>Teachers in class are using flexible grouping in order to make sure children are working on correct maths targets. This goes alongside rigorous diagnostic assessment the teachers use during pre-assessments and through on-going lessons.</p> <p>However, targeting learners to have pre/post additional maths teaching targeted around specific gaps in learning proved successful last year.</p> <p>The tutor works alongside the teacher in planning and discussions about the pupils and uses PIXL therapies in order to deliver high quality small group 30 minute sessions, three times a week outside of their maths lesson.</p> <p>Studies found from the EEF explained the impact that small group tutoring provided '<i>greater feedback from the teacher, more sustained engagement and work provided that is closely matched to learner's needs</i>' Keeping groups below 5 again showed more impact.</p>	1, 4
<p><i>Implement 'The Write Stuff strategy into whole</i></p>	<p>Data for writing over the past few years has been mid 60% at the end of Key Stage 1. However, Reading and phonics attainment has always been a lot higher. After lockdown it was clear from discussions with</p>	

<p><i>school practice in order to raise attainment and enjoyment in writing within reluctant writers.</i></p>	<p>staff and learners that writing was even lower than usual expectations. Attitudes to writing were also low with children expressing they didn't enjoy writing lessons, they worried about their writing and they found writing difficult. This attitude was even more exaggerated in some of our PP children.</p> <p>The Write Stuff is a writing Programme based on two guiding principles; teaching sequences that slide between experience days and sentence lessons, with modelling at the heart of them. The lessons are built around a high quality text. Experience days build children's knowledge and language/vocabulary around themes within the text.</p> <p>Sentence lessons are broken into bite-sized chunks and taught under the structural framework of clear success criteria. At the end of a sentence lesson the teacher selects children's own sentences that after the unit become the model/WAGOL. Once sentence lessons are complete the children should be fully supported in language and sentence structures in order to write an independent piece based around the story.</p> <p>The programme supported our own pedagogy of supporting language development within the school. Promoting whole class teaching but using flexible groups, partner work so that learners can share language. Children are supported through lessons through scaffolding where needed. Children targeted at greater depth are extended through a guided success criteria.</p>	
<p><i>RWI Phonics catch up programme 1 to 1 daily catch up in order to address gaps in phonics and move children on quickly.</i></p>	<p>Our phonics catch up programme has been successful starting RWI 5 years ago in teaching gaps in phonics and moving children on quickly. Last years phonics results for our old year 2 children showed 89% of learners gaining expected in Dec 2020 for the Year 1 phonics screening check. With 85% of PP children passing the check. The programme works through continual ongoing assessment alongside a two week intensive catch up programme. Some children however, will require continually support with phonics in order to continue to make progress. Evidence from the EEF shows high quality phonics intervention to be a very secure investment. Especially where assessment is rigorous and intervention is targeted.</p>	<p>1, 2, 4</p>
<p><i>Reading tutoring outside phonics. 1 to 1 or small group tutoring developing fluency and comprehension when reading a text. Pre and post reading of class based text. Targeted children to get exp or</i></p>	<p>Phonics and word reading have been a success story within our school setting. However, from moderation, assessment and teacher discussion the factors preventing our children from gaining expected at the end of year one was fluency and comprehension.</p> <p>Investing in interventions teaching reading comprehension strategies is seen by the EEF research is seen as successful if '<i>approaches are tailored to pupils reading capabilities</i>' Children having reading tutoring 1 to 1 or in small groups will have activities/questioning tailored around their class RWI text. This will provide extra reading into order to develop fluency. To aid fluency further the 'Reading Strategy 2021' suggests using techniques like 'echo reading'. This technique has been built into our RWI programme.</p>	<p>1, 2, 4</p>

<i>greater depth. Reaching full potential)</i>	<p>Comprehension techniques are taught explicitly though locating answers in text (retrieval) and thinking around the text questions(inference)</p> <p>During the Spring term of Year 2 PIXL therapies are used in order to aid in a variety of question techniques.</p>	
<i>Individual writing tutoring.(Focused children to reach full potential whether exp/GD)</i>	<p>Pupil premium success in writing has consistently been lower than non PP children in our school. Last academic year saw teacher assessment of PP children 10% (55%) lower then non PP (65%). We also saw a targeted greater depth PP child not achieving their goal.</p> <p>Success in writing is a priority on the school development plan this academic year. Raising attainment in our most vulnerable learners is essential as we recognise speaking, reading and writing are the building blocks to communication and success in education.</p> <p>We have chosen 1 to 1 writing tuition as evidence shows that <i>‘one to one tuition can be effective, delivering approximately 5 additional months’ progress on average’ (EEF) This method also suits our PP cohort this year as we have a number of emotional and social learners that would concentrate best from 1 to 1 tuition.</i></p> <p>To implement the programme we have used a successful, experienced teacher who works closely with the class teacher in identifying targets/steps in success. This makes sure the tutoring is embedded in class lessons.</p>	1, 2, 4
<i>MENA language support group</i>	<p>Last year we had 25 pupils 99%) of the school classed as MENA. 2021-2022 already we have 29 pupils (11%) MENA. Of these children some enter the school with very little or no English. Alongside High Quality First Teaching and peer interaction we want to provide extra basic language support to enable these learners to access the school and the curriculum.</p> <p>Providing this support in a non-threatening environment has a positive impact on the child increasing self-esteem alongside encouraging engagement within the school and the curriculum. Where we can we use their first language to support and learn English.</p> <p>Using The British Council Resources ‘Learning Time with Timmy’ We hope to promote a fun experience in learning English which can also be used by parents online in the home.</p> <p>The Learning platform ‘2Speak English’ from Purple Mash has also been successful in school settling children into school vocabulary creating self esteem and providing basic language support for the child’s individual needs.</p>	2, 4
<i>Extending NELI programme into Year 1. And Running Talk Boost programme (speech and Language)</i>	<p>2020-2021 we started the NELI Government funded programme within EYFS. Our cohort enters school well below the national requirement with language and communication being a cause for concern. We then recognised that a high number of our children had lost Early language development though lockdown (COVID-19)</p>	1,2,4,5

	<p>Due to lockdowns we continued the programme into year 1 and hope to continue it as a Year 1 programme for PP/vulnerable children with poor language.</p> <p>Once children have finished NELI programme we will continue with our Key Stage 1 language programme called 'Talk Boost'</p> <p>EEF research has identified that '<i>studies of oral language interventions consistently show positive impact on learning including oral language skills and reading comprehension</i>' On average pupils make 5 months additional progress. For disadvantaged children may make 6 months progress with language interventions.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 14,922.37

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide home learning packs and book packs for learners with little resources at home.</p> <p>Eg, books, puzzles, games</p>	<p>Some of our PP/vulnerable learners have far fewer learning resources within the home. Providing topic books to support foundation curriculum and story books that the children are working on during 'The Write Stuff' develops a sense of excitement and pride for looking after their own resources. It also helps with learning as the children have the high-quality core books we are working on in order to read and learn from at home independently or with their parents. In the past both parents and children have valued having these. For parents it provided a straight forward window into their child's education, promoting discussions about the school day and topics.</p> <p>Resources promoting reading and writing at home have also been seen as beneficial when improving learning outcomes.</p> <p>Research from <b>Jonathan Douglas CBE, Chief Executive of the National Literacy Trust</b> found in his recent study that this year for the first time since 2010 records showed that children were less likely to enjoy writing. However taking a survey of increased well being of children over lockdown. He found, '<i>A quarter (23%) of children who write in their free time at least once a month said they write because it makes them feel happy or more confident and 3 in 10 (30.3%) said it helps them relax.</i></p> <p>In addition, 50% of these writers do so because it helps them feel creative and like they can express their ideas, and 1 in 7 (14.3%) said they write because it makes them feel connected to the world. NLT also provided research whereby they found that children who write at home are far more successful with writing within the school setting.</p> <p>Using this evidence our school provides learning resources which encourage free writing at home for our PP and most vulnerable learners.</p>	1, 2, 4

<p>HLTA cooking sessions to increase wellbeing, reduce anxiety to learning, build in basic numeracy and literacy and improve confidence.</p>	<p>Collaboration and social skills Health eating and well being Pride and achievement Basic literacy skills and number work.</p> <p>All children however PP/vulnerable have an extra session of cookery every half term.</p> <p>As part of our school curriculum we offer cooking/food tech sessions for all children over the year. From discussions with children we know this is something that provides key life skills, enjoyment, develops confidence, motivation, self-resilience, collaboration, understanding of food health, fine motor control and basic numeracy and literacy skills.</p> <p>For PP children we use our food tech sessions to provide extra sessions for them. Especially with children who are finding concentration, social situations and anxiety in school a problem.</p> <p>We know from our research that these sessions benefit the learners and also provide a relaxed non-judgemental atmosphere for them to talk.</p>	<p>1, 2,3, 4</p>
<p><i>Help financially to provide individualised experiences for disadvantaged children.</i></p> <p><i>Sports Club.</i></p> <p>50% places for PP/vulnerable</p>	<p>EEF research suggests that 'enriching education has intrinsic benefits (sometimes referred to as <u>"arts for arts' sake"</u>). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. We feel our cookery curriculum delivers an enriching education.</p> <p>For example, Providing music tuition of a musical instrument of the child's choice has also been extremely successful in building character and positive behaviours and collaborative skills. The tuition brings a group of <math>\frac{3}{4}</math> children together to play an instrument in the band with an end of term performance. The self belief developed is amazing. Parental response is staggering as their perception of their child's achievements is realised.</p>	<p>3,4,5</p>
<p><i>YMCA 'play therapy sessions to combat barriers to learning.</i></p>	<p>Play therapy within the school has been widely successful. Some of the positive impact we have seen in children has been:</p> <ul style="list-style-type: none"> <li>• less distress and calmer at the start of school</li> <li>• opening up and improved communication skills</li> <li>• improved focus during class</li> <li>• positive effects on family and home life.</li> </ul> <p>However, in some cases one cycle of the programme has not been enough. These children have greater deep rooted issues that need ongoing therapy/ FLO/ EHA.</p> <p>The therapy is very individualised to the child which EEF research guides provides higher impact. It also impacts on the child's social and emotional learning (EEF) and metacognition and self -regulation (EEF)</p>	<p>2, 4, 5</p>
<p><i>Drawing and talking therapy training for FLO and therapy implemented within the school</i></p>	<p>After children returned to school from COVID-19 Lockdowns it became clear that some learners were struggling with aspects of home life or school life that required support. Another avenue of 'therapy' we looked into was 'Drawing and Talking Therapy' Training a member if staff (Family Liaison Officer) in this therapy would mean we had on onsite specialist to implement the programme.</p> <p>Evidence from 'The Parliamentary Review' declares that we need to be tackling children's mental health with programmes that are there as and</p>	<p>3, 4, 5</p>

	<p>when the child requires it. The drawing and Talking therapy sits alongside our 'Behavioural Policy' neatly. It is a therapeutic programme which is used by NHS, social services and the Armed Forces.</p> <p>After the 'completion of Drawing and Talking Therapy, children are <b>more able to control their behaviour, better able to access an academic curriculum</b> and most importantly have higher self-esteem; this allows them to thrive in the world around them.' Catherine Beagle – Managing Director of Drawing and Talking.</p>	
<p><i>Providing parental support through online parent sessions delivered by SLT and subject leaders based around, reading, writing, maths, PSHE and well being.</i></p> <p><i>Release time to make videos.</i></p>	<p>Due to COVID it has been regrettable that parental links have been challenging. We have had to halt Story cafes, Showcases, Parent and child workshops, in house parent evenings and Parent meetings on topics and events.</p> <p>EEF research tells of how combining parental engagement with other key strategies going on in the school had a positive impact of 2 to 3 months.</p> <p>As a school we pride ourselves in educating our parents to what their child can achieve during early years and key stage 1. Some of our vulnerable families have shown that to have little value on early education not realising the benefits a good early education can have.</p> <p>Through engaging parents in their child's education will hopefully increase parental aspirations of what their child is capable of achieving. EEF research shows Aspirations '<i>appear to be important for pupil outcomes</i>'</p> <p>At the moment it is difficult to have parents attend school due to covid therefore parent groups/ demos will need to be via TEAMS or recorded.</p>	1, 2, 5
<p><i>Providing access to the BOXALL Profile in order to unpick barriers to learning and address needs, especially PP with SEND.</i></p>	<p>We trialled using the BOXALL profile in the previous academic year following on from Lockdown. As a school we found it beneficial in unpicking barriers to learning in children where by they were having a number of difficulties in school concerning social and emotional behaviours. It then provided intervention that would help the child in order to overcome these barriers.</p> <p>EEF research shows that intervention targeting social and emotional becomes more effective when embedded into the learning day. BOXALL Profile suggests activities and ways in order to do this effectively in order to have a valuable impact on attitudes to learning and social relationships in school.</p>	1, 2, 4
<p><i>Mastery of Maths developing number fluency. Purchase each child with a Rekenrek in order to access the programme.</i></p>	<p>Even though this programme is rolled out across the school for all learners the focus lies heavily to increase the basic number skills with out PP/vulnerable learners as they are the children underachieving in maths through lack of basic number competence. Monitoring and moderation of children in maths supported this.</p> <p>Mastering Maths programme is a slow paced visual approach to develop subitizing (rapid recognition of quantity) to enable children to calculate without fingers, develop confidence and rapid recall of number</p>	1, 4, 5

<p><i>Providing parent tuition in order to support learners.</i></p>	<p>bonds and place value. The teachers use repetitive stem sentences and uniform images across the school. This in turn develops mathematical reasoning and vocabulary.</p> <p>During Home Learning pupil engaged better with Maths lessons than other subjects. However again it was our PP/vulnerable learners who required mentoring and support. Mainly due to lack of parental involvement and encouragement. Therefore, providing training, parent demonstrations online for parents hopefully will guide parents in the early maths skills they can easily support their child with. At the moment it is difficult to have parents attend school due to covid therefore parent groups/ demos will need to be via TEAMS or recorded.</p>	
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**Total budgeted cost: £ 73,065.29**

**Overspend £ 1,235.29**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

#### Strategy for provision and spending of Pupil Premium Spending at Queens Drive Infant School

**Pupil Premium received for year 2019-20 – £58,380**

**Extension plan for 2020-21**

**Pupil Premium received for year 2020-2021 - £52,455 (take off overspend of £1769.13 = £50,685.87)**

The children eligible for PPG have one or more of the following barriers to learning:-

- Low self-esteem/confidence
- below/well below language and communication skills on entry
- below/well below literacy skills on entry
- lack of experiences outside of school
- social/family situations which impact child's readiness to learn
- Anxieties or parental anxieties due to COVID

	Cost 2019- 2020	Objective 2019-2020	Cost 2020- 2021	Objective/outcome 2020-2021
Health and Well being	Predicted spend:-  £19,175		Predicted spend:-£10,000	
Family liaison officer		To provide well targeted support for families to improve attendance, health, behaviour and links with families.  To attend school events such as story cafes and		FLO present at the start of school in the playground to catch parents for chats or meetings. Phoning parents if the child is off due to covid to check they have access to online learning and guide them to using it. Helping with the delivery of food parcels or pack ups for FSM children who are off due to COVID.

		<p>lead/accompany teachers on home visits.</p> <p>To plan and organise seasonal events for pupil premium families.</p>	<p>Essential during lockdown. FLO kept in contact with vulnerable families on a weekly sometimes daily basis. Eg. Helping out with food vouchers/ food banks, housing situations, parental mental health and well being.</p> <p>Summer term: 32 children on vulnerable register requiring parental support. Of these children. FLO has been critical in aiding families with home, job, financial, mental health etc with parents in order to benefit the child.</p>
<p>School uniform/ trips/ breakfast club/taxis ...</p> <p>PP milk</p> <p>Providing equipment for home school learning.</p>		<p>Equal opportunities and access to school/outside of school learning opportunities</p> <p>(increase belonging)</p>	<p>Breakfast clubs not available due to COVID.</p> <p>Uniform help still available. Haven't needed taxis for children support.</p> <p>Provided support for house hold supplies for families, eg, electricity, gas, food.</p> <p>PP milk for disadvantages families not on PP.</p> <p>For following year have collected a bank of clothes which gave parents access to.</p> <p>We provided 70 amazon fire kindles for families to use at home under the school grant scheme. We had a further 10 laptops which were government funded. The kindles were essential in enabling all our learners to access home learning. We will continue to provide this into the forthcoming academic year.</p>
<p>YMCA</p> <p>Group/individual play therapy sessions</p>		<p>Children are supported emotionally and socially to remove/reduce barriers to learning.</p>	<p>Second therapist available in Autumn term to cover loss of hours in Summer term.</p> <p>Stopped in March due to COVID. Started up again in September. Children selected due to events/happenings during lockdown. Eg. help children to deal with anxieties/ parental anxieties. Increasing readiness to learn. This has been essential for the children and families. The therapy when online wasn't as successful with 2 learners not</p>

			<p>wanting to engage. However once therapist back in school proved to fulfil expectations.</p> <p>5 children selected and assessed initially. All 5 showed improvement in aspects of school readiness and well being. Hopefully this will have a knock on effect to academic outcomes.</p> <p>Sessions offered online during the Spring term 2021 during lockdown.</p>
Improving personal, social; and emotional well being in EYFS and Year 1	/		<p>Purchased the BOXAL Profile for a child receiving PP plus. This proved useful in providing evidence and specific intervention. Useful in tracking progress where needs not so academic.</p> <p>Next year use BOXAL profile wider throughout the school where needed. Identify children who may require support in one or more areas in EYFS /Yr1.</p> <p>Assess children using the online profiling tool.</p> <p>Deliver group/ 1 to 1 intervention to support assessment.</p>
<b>TOTAL SPEND on wellbeing</b>	<b>£11,906.25</b>	<b>£10,535 Actual Spend</b>	
<b>Academic</b>	Predicted: £0	<b>Predicted spend: £10,000</b>  <b>COVID catch up fund also used to help with delivering tutoring and intervention groups.</b>	
Tutoring for reading catch up for PP children  15 min x2 sessions a week	/	/	<p><b>12 PP children to have 1 to 1 reading tutoring twice a week with a qualified teacher. (Book talk, fluency, phonics)</b></p> <p>Of the PP children targeted 83% gained expected at the end of the year in reading.</p> <p>At the end of Key stage 1 67% of PP children gained expected. The children who did not fall into one of the following categories; have been identified as</p>

(added Aut 2 2020)  /				having an additional learning difficulty, MENA/new to school or absenteeism.
Tutoring for writing catch up for PP children.  15 min X2 sessions a week  (Added Year 2 – Aut Year 1 -Sum 1 2020)	/	/		<p>Year 1 - 5 PP children to have 1 to 1 writing tutoring twice a week with a qualified tutor for 10 weeks. Of the 5 children targeted within year 1 none managed to reach expected but all made steps in progress. This will be continued into the Autumn term 21.</p> <p>In year 2 6 PP children targeted for writing tuition. Of the 6 PP children targeted 75% gained expected. Of the children who didn't they went on to be diagnosed with other needs.</p> <p>Writing tuition worked well when tutor targeted a specific goal and went through work that had been completed within the class setting addressing goal. All children made progress it's just some had a far larger gap to close.</p> <p>55% of PP children gained expected at the end of Key Stage 1. Next step for 2021-2022 to look at writing curriculum within the class address Quality First teaching in delivering the basics of writing.</p>
1 to 1 tutoring (TA) using LORIC to address barrier to learning.  (Added for Spring 2)	/	/	Teaching Assistant Redeployed.	<p>PP lead held 1 to 1 discussion with PP children/ teachers to find barriers to learning. Regular Pupil progress meetings held. Class teaching assistant then supported selected children within their school day. This helped children to settle into school at the beginning of the day. Provided support at lunchtime/ breaktime where social skills may have been a concern. Provided that time to talk and a listening ear for the child. This was often done through book time.</p> <p>More training needed with TA's on barriers to learning in coming 2021-2022</p>

Tutoring recovery for Maths for PP children. X3 sessions a week (started Aut 1 2020)	/	/		<p>9 PP children to have small group extra maths recovery. This started in Aut 1 in school and then was transferred to Seesaw online learning during the Spring School closure. The tutor kept in touch with the children weekly and set lessons 3 times a week to focus on basic number for year 2. PIXL therapies were used in order to address pre and post teaching aligned with classroom work. This went alongside ongoing assessment of basic skills.</p> <p>Of the 9 PP targeted 67% gained expected at the end of Key Stage 1. Of the 3 children that didn't they still made progress but not enough in order to become independent learners ready for year 3. 2 PP children were targeted for GD where by 1 gained GD at the end of key stage 1.</p> <p>At the end of key stage 1 67% of PP children gained expected. All children made progress over the year however it became clear that gaps in fluency and quick recall were an issue. Next step in 2021-2022 look at maths curriculum and how we're ensuring children retain and build on number/calculation fluency.</p>
Language support and development in Early Years	/	/	/	<p>*Trial language programme suggested from EEF. – Neli language Programme.</p> <p>*EYFS Lead to took role in delivering programme.</p> <p>*Delivered training to EYFS teachers and teaching assistants. (Spring 1 2021)</p> <p>*Children's language development tested and 12 children assigned to 20 week programme.</p> <p>Due to covid programme had to be rolled into year 1 Autumn term 2021. Data to be analysed at end of Autumn term 2021.</p>
<b>TOTAL SPEND on Academic</b>	<b>£0</b>			<b>£6507.05 Actual Spend (Other spending covered by covid recovery funding or government funding)</b>

Staffing	Predicted spend <b>£31,852.32</b>	<b>Predicted Spend: £32,000.00</b>	
Senior leader		<p>*Keep the profile of children receiving Pupil premium funding high and continue to develop the schools Pupil premium strategy.</p> <p>*literacy intervention based on data analysis.</p> <p>*PP provision and spending is co-ordinated to support children. Analysis identifies gaps in attainment.</p> <p>*Staff training – TA's (effective interactions)</p> <p>*Lead Pupil progress meetings to ensure the day to day teaching meets the children's needs.</p> <p>*work with other professional in and out of school to share vision and work towards a shared outcome.</p>	<p>During lockdown PP children had weekly contact from the school.</p> <p>If FSM they had vouchers available from the government scheme.</p> <p>Home learning packs were delivered to homes in order for their education to continue through lockdown in reading, writing, maths and topics.</p> <p>ZOOM meetings were carried out by EYFS team to new intake in order to help transition into school.</p> <p>Altered curriculum for Autumn term to address objectives missed in foundation subjects during Summer term.</p> <p>Used PIXL to have clear objectives needed to move on to year 2 in maths, reading, writing.</p> <p>Year 1 using EYFS/ early learning goal to make a judgement by Aut 1 if children are expected and ready for Year 1.</p> <p>Yr ½ -Pupil progress meetings held every 3 weeks to discuss children's learning.</p> <p>Yr 2-Phonics/reading catch up in progress from week 2 in order to achieve the phonics screening check expectations by end of Aut 2. PP lead to assess and identify children for catch up sessions. This was successful with 85% of PP children passing the check. ( 1 child long term absent)</p> <p>Teaching Assistant targets and training re looked in light of gaps in learning. RWI/phonics/ reading training to be delivered in Spr 1 2021.</p>

				<p>Characteristics of learning training (LORIC) delivered in Spring 1 2021.</p> <p>Pupil premium Annual Conference attended during 2020-21 gaining insight into barriers to learning due to lockdown.</p>
Bilingual Teaching assistants		<p>Whole school Language support for children during the school day (Pre learning work/packs) and lunchtime clubs.</p> <p>Language support for families daily and during parent consultations and other meetings to encourage good parental engagement.</p> <p>Talk boost delivery</p> <p>RWI catch up club</p> <p>1:1 RWI keep up not catch up.</p>		<p>Over lockdown and Bubble closures BTA's have been valuable with phone call discussions.</p> <p>BTA also present and available for parental engagement at the start and end of the day.</p> <p>RWI catch up started during week 2 of the Autumn term for year 2 to aid in phonics. End of Aut 2 85% of PP Year 2 children gained expected for the year 1 phonics screening check. 89% of the cohort passed the phonics screening check.</p>
<p>Level 1 TA to support organisation of book packs/writing packs.</p> <p>1:1 reading with children</p>		<p>TA to organise book packs and make resources needed to support individual children.</p> <p>To read with individual children on a daily basis</p>		<p>Level 1 TA was used to boost reading in class. TA joined a specific class Bubble as teaching assistant.</p> <p>Better used for daily class reading 1 to 1 intervention mentoring and supporting children in their readiness to learn.</p>

Teacher to lead language cafe		To promote parental engagement with language/phonics/reading. Café s use household items to engage children and promote literacy skills	Redeployed to do reading, writing support in classroom.	<p>Language café not running during AUTUMN/ SPRING/ SUMMER Term.</p> <p>However previous year showed good parental involvement of hard to reach families and children who were requiring extra support in language and learning. This then increased the parental engagement and child's language and understanding.</p> <p>Hopefully start this up again once parents are able to come back into school.</p> <p>We have managed to engage parents in learning in other ways. From Seesaw learning/ lessons, online tutorials in how to teach maths concepts, phonics tutorials, parents meetings by phone call or TEAMS, recordings of events and adding onto Seesaw.</p>
Attendance support  (Family Liaison Officer- FLO)		<p>To monitor attendance of PP/vulnerable children within the school.</p> <p>Support FLO in liaising with parents.</p> <p>Provide initiatives to increase attendance/ lateness numbers.</p>	/	<p>FLO supporting families with attendance. FLO's hours have been increased to fulfil this role.</p> <p>Used to provide home visits (doorstep) encouraging to come to school if not finding out the concern in order to find the correct support.</p>
Language Support		<p>Promote new initiative Word Aware programme.</p> <p>Train and deliver training to whole school staff on new</p>	/	<p>Word Aware integrated into school curriculum and monitored by Senior Leadership Team.</p> <p>Refresher training delivered throughout the year. School vocabulary and concept word progression document adapted and teachers delivering key vocabulary through explicit teaching. Where this has worked best is when pre teaching and follow up</p>



		<p>initiative 'Word Aware'.</p> <p>Monitor 'Word Aware' throughout the school.</p>		<p>application of vocabulary has taken place. Especially with vulnerable/EAL learners.</p>
Level 2 TA in class support in order to assist with Quality first Teaching/ language development in EYFS		To work alongside the teacher in delivering language support in the classroom.	/	<p>Level 2 TA's used to deliver the NELI language programme within EYFS.</p> <p>Successfully delivered 10 weeks of the 20 week programme. Staff felt confident through being fully trained with a clear understanding of the objectives of the programme.</p>
<b>TOTAL</b>	<b>£42,501.79</b>	<b>£30,210.25 Actual spend</b>		
<b>Resource</b>	<b>Predicted spend: £1,100</b>	<b>Predicted spend: £1500.00</b>		
Homework packs/writing packs		<p>To provide the children with the items needed to complete home learning tasks.</p> <p>(reduce barriers to learning)</p>		<p>Homework packs distributed during week 3.</p> <p>Then distributed again during the School closure in Spring term.</p>
Access to Online Learning Devices.				<p>Provide children with access to online learning platform Seesaw in the event of Bubble closures and for access to homework. This means providing PP and vulnerable learners with a device. Amazon Fire tablets were chosen.</p>

(Seesaw Platform)				<p>Questionnaire given out to find which learners would not be able to access home learning online due to internet issues. Children then provided with paper based learning which reflected the same learning the rest of the class were doing.</p> <p>Tablets were purchased at the end of the Autumn term ready for Spring term to provide all children with online access to Home learning.</p> <p>All children able to access home learning by Spring term 1. Pupil premium children and vulnerable had daily or weekly phone calls to support this learning.</p>
Books to support new topic book packs and replenish missing books	£1000	<p>Literacy in the home is increased so that children have books and vocabulary sheets to support home learning.</p> <p>We have books to lend the children which are age appropriate and match current learning/topics</p>	/	<p>Book packs given out termly with activities and word banks to support learning of the Topic. Copy of some of the core books given for pre teaching.</p> <p>This has worked best where by pre teaching has taken place initial in order to help the children to access books/ learning. Next year look at the pre teaching for topic which takes place in the classroom using Quality First Teaching.</p>
<b>TOTAL Spend resources</b>	<b>1430.24</b>	<b>£1812.62 Actual Spend</b>		

CPD	Predicted Spend: £500		Predicted spend:£500.00	
Senior leader to attend national Pupil Premium conference	£500 course and travel	Senior leader is able to stay up to date with new research to support disadvantaged children. Able to network with others who are in the same role.  Opportunity to review and adapt own practices.	£295	National conference attended and information gained on parental engagement during COVID-19, delivering TA training in order to up level our teaching assistants and the role of the Wellbeing Mentor. Gained up to date evidence and research into whole school practices and vulnerable learners.  Taking forward enhancement of peer/collaborative learning in the classroom which runs alongside our ethos of how we learn in literacy and meta cognition using PIXL characteristics of learning.  No travel required as online Conference.
Senior leader to attend Pupil premium training as new to leading Pupil premium.			PP, £148.50 FOCUS ED pp	Attend course from FOCUS Education 'Maximising the impact of Pupil Premium: Improving outcomes for disadvantaged and vulnerable learners' AUTUMN 2020  PP training attended online. PP lead gained experience in identification of barriers to learning with PP and vulnerable children. Understanding of what programmes and initiatives there are to offer and the value for money against effectiveness. Understanding of Governance, budgeting and pupil premium.
TOTAL	£500.00		£443.50	Actual spend

Enrichment	Predicted spend: £4,550.85		Predicted spend: 4000.00	
Clubs (premier sports)	£840	All KS1 children have the opportunity to belong to an after school club and develop interest outside of the school curriculum.	/	After school clubs have not been able to take place due to Class Bubbles during AUTUMN TERM. However, sports coaches have been used more during the school PE sessions to aid in development of Quality first teaching of PE. PE sessions moved to 1 whole afternoon session instead of 2 hourly afternoon sessions. We continued with sports week during the Summer term. PE equipment provided for each class to use during playtime and lunchtime. These PE buckets were successful in helping children to engage with one another after lock down. As it was at these times when children were engaged in free play that they found it tricky at times.
Higher level teaching assistant – cooking and nutrition	10% (2 sessions per week) £3110.85	PP children have extra opportunities to access  Cooking and nutrition sessions.  Cooking club (after school)  Cooking class as reward for good learning behaviour.	10% £3110.85	From March 2020 Cooking sessions had to stop within school. HLTA deployed into year 1 aiding classroom practice and small group intervention in recovery of Reading, writing and maths.  To encourage enjoyment and experiences children had a day session with a brought in service called 'Roots to Food' during the Summer term. In class opportunities also made to encourage healthy eating following covid regulations.  Next year 2021-2022 cooking sessions back on the timetable as this has always been a valuable programme in the school helping anxiety and confidence.
Providing rich classroom based experiences				As trips were not on the cards we still wanted to provide our children with experiences that in normal circumstances they may not have. We had online trip events organised which were a great success. Eg Woburn online visit, Meet a Victorian, Zoolab online visit, recorded shows and performances.

e during lock down.				During lockdown we made sure our most vulnerable children were able to access these events.
<b>Overall Total spending</b>	<b>£60,149.13</b>		<b>£52619.27</b>	
<b>Overspend</b>	<b>£1769.13</b>		<b>Overspend £1933.40</b>	

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Read, Write, Inc	Ruth Miskin
Word Aware	
BOXALL Profile	
PIXL	

## PP plus for children in care

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

*Mastery of Maths strategy (government funded) Rekenrek*

*Word aware Language programme*

*Neli Programme (government funded)*